

A little night taping

The decision to broadcast 40 minutes of schools secondary radio at night has met with surprisingly little resistance from BBC Schools - there was apparently one one dissenter at the meeting between BBC officials and Schools Broadcasting Council members last month.

This reaction appears very strange in the light of the Mathews report details of which are now filtering out from the BBC. The report (by David Mathews, manager of BBC Special Projects), which the BBC has tentatively said they will publish, gives details of the results of a night-broadcasting experiment involving some 100 secondary schools.

Apparently it suggests that night broadcasting will result in a substantial loss of listeners unless there are very efficient back-up services, for example encouragement to schools to invest in the equipment, good publicity, cassettes and strong liaison with L.E.A.s, which would mean considerable expenditure by the already hard-pressed BBC. The schools survey found that radio recording, unlike television recording, is not usually centralized, so it will be up to individual teachers to set the timing devices, a difficult thing to remember after a tiring day.

So why the apparent complacency? First, BBC Schools have long known that they would not be able to hold out against the intense pressure exerted on them by Aubrey Singer, Head of BBC Radio, who has been campaigning for some years for more VHF time. They are undoubtedly relieved that it is only 40 minutes that has been claimed. (Forty minutes is the average running time for one side of a cassette; any more time would have meant that schools had to buy another recorder.)

Second, many producers point out that there is still a lot to be done before night broadcasting - scheduled for next Autumn - becomes a reality. Consultations with the unions have not begun, and it is expected that the Board of Governors will emphasize that back-up services have to be established first.

Finally, some producers are saying, quite seriously it seems, that night time broadcasts may bring schools radio a bigger audience - of insomniacs. It is likely, they argue, that the 40 minutes of schools programmes will go out at the end of normal transmissions, when, as all night radio stations have discovered, there is still a big audience. Unfortunately, unless a good proportion of insomniacs are teachers, this is unlikely to help schools.



Max Morris: anti-Trot persona

Break

Third age returners

In spite of its name, the University of the Third Age, which sounds like something from a mystic religion, is going from strength to strength. The university, which is Britain's first substantial attempt to consider the educational needs of the elderly, has just received a grant of £9,000 from the Nuffield Foundation to help towards a launch next autumn.

Since the idea was first aired at a public meeting in Cambridge in the summer, the organizing committee, which includes Open University pioneers Michael Young and Peter Lockett, has been working out the details of how it is to be run. It was never intended that the university would be a physical set of buildings - rather it would use spare classrooms in existing universities, colleges, and adult education institutions.

There would be no permanent staff - the teaching and other work would be undertaken by old people themselves as volunteers. And there would be no academic entry qualifications, so that the level of courses would be decided by the students. The first step will be to establish such a university in Cambridge, and if it is successful extend it to other parts of the country. There are nearly 200 similar universities in other parts of the world so the odds are good.

After doing some market research on the needs and wishes of potential students, the committee will be holding an "Easter School" for five days as a trial run, when some classes will be held, small research projects set up, physical recreation laid on, and home-based tuition tried out. All being well the committee will then use this experience to design a full programme of activities for the first session in 1982/3.

This will be preceded by a residential summer school at Trinity College, Cambridge, in the first week of August has an orientation course for students who may not have read a serious book, let alone written an essay, for 50 or 60 years.

It is a scheme that should have everything to recommend itself to Sir Keith Joseph - not only does it cost nothing, but shows how much (they hope) can be achieved on nothing.



"I thought it was to do with the summit on disarmament but the caretaker's polished the hall floor."

First class students

"People think we're mental but we're not. We are part of the community. We are going to Blackpool to tell the NUS our views - we are not second class citizens, we are entitled to mix with them and with you lot."

Fighting words from a most unlikely source. The speaker was David Ward, a 38-year-old man born with Down's Syndrome, who is president of the students council at an Adult Training Centre in Southend.

Small, bespectacled and earnest, he fluently addressed a roomful of journalists and Mencap officers at the society's quarterly press lunch. His council is affiliated to the National Union of Students and he wants other adult training centres to follow suit. At the NUS conference he will be putting a motion calling for people in the centres to be recognized as "students", not "trainees" as they are usually now. It will be supported by the Royal College of Art.

Made Wade and his friend are in line with the movement to get education in ATCs under the control of education departments rather than social services as at present.

Staring out the storm

Teachers' leaders are fuming that Sir Keith Joseph, the education secretary, is not living up to his reputation for anguished debate and intellectual argument.

The teacher unions have been sending delegations to meet Sir Keith over the last few weeks and have been regaling him with horror stories of how the cuts are affecting schools.

But he is apparently not much moved. One union leader, emerging from the DES after an hour-long visit, said: "You know that poster for the film *The French Lieutenant's Woman* where she is staring out to sea with the storm breaking all around her. Well, that's Sir Keith. He just stared across the room while we told him of the chaos breaking out all around."

Boxing day

Specially embossed box-files, for carrying documents and papers, have been issued to 131 schools in Rochdale at a total cost of £256 - or £5.35 each.

Answering a councillor's criticism that it was a scandalous and unnecessary expense, Chief Education Officer Mr Neville Naylor, said: "The files are for keeping all the papers about new curricula being issued to schools by the Government and ourselves."

Next week

In place of strife? Rick Rogers describes how some local authorities are handling school mergers, and what they mean for teachers. Books: Tom Heanbury on the shortcomings of most contemporary studies of inner-city problems; Brian Morton on stylistics; Joan Tamburini on Piaget studies. Arts: Michael Clarke on children's drawing; Anthony Smith on film censorship. Extra: History.

Personal column

Mary Warnock

Over and out

I wonder whether, in the long run, Citizens using their Band will benefit from their new legal status.

Will more people get more pleasure from the sport, now that they are legally entitled to do so? At first the numbers will grow, and already "CB Centres" are sprouting everywhere.

But how long will it last? It may be that half the fun, before, was playing pirates. CB users did not intend to block police or ambulance frequencies; but they did, I suspect, enjoy the knife-edge feeling of possible prosecution. Even the most banal messages seemed romantic when mixed with an element of risk, like talking about politics in Moscow. But now, once the pleasure of constructing the kit is over, the yawning question must be what to do with it.

Children who love making models of cars or aeroplanes are often in the same boat... fun to assemble the kit, but not much play-potential thereafter. And of course the more respectable CB becomes, the more the equipment will be sold ready packaged and prepared.

I'm sure enthusiasts will tell me I'm wrong, but so far I can't see very much more in CB than in the telephone. Ringing up your friends is often lovely, sometimes useful, even life-saving. It constitutes long-distance communication, but not, or not intentionally, broadcasting. The thought that someone else might, because of crossed lines or bugging, be picking up my frenzied admonition to a distant child, or tentative arrangements with an absent lover, does not worry me. It does not, on the other hand, excite me. It adds nothing to the communicative function of the telephone. Similarly, I find it hard to believe that CB can ever be thought of as broadcasting, even if a message goes out to a listener not personally known to the sender, or known only through CB itself.

After all, one could arrange such things on the telephone. Dialling 999, or making anonymous calls to random numbers in the telephone directory, are but two aspects of the same activity.

So it is a mistake to think of CB as the ultimate in local radio. And this has important consequences. If there is an established local radio station, however it is financed, and however small its transmission area, it is part of the broadcasting system. Its message, as far as it reaches, is intrinsically public, not just accidentally so. And it is this intrinsic publicity that raises the familiar

questions of control, authority and regulation. A radio station, broadcasting to however small an audience, assumes to itself a certain authority. It speaks with the voice of one who has the right to tell whoever may chance to listen how things are; or right to entertain, amuse and please.

And because of this assumption of authority, the further question must be allowed of to whom, that is, the broadcaster is answerable. Ultimately, it seems to me, anyone who claims the authority or right to speak must be prepared to answer the charge that he has lost the right to be listened to, because of the corrupting or harmful or simply misleading or boring nature of what he says. Even as a private individual, though I may claim the right to free speech, I cannot claim the right to deceive or to lie. Speaking publicly, my rights are even more restricted. I must not lie, but I should not bore either.

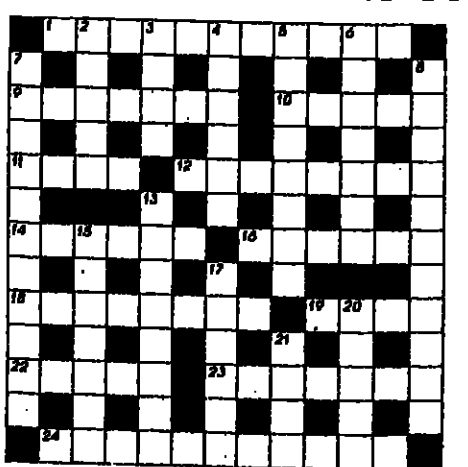
It is not enough to say that the best form of control is self-control. Not is it enough that the listener viewer need not attend to what is being broadcast, unlike CB, confer as a broadcaster, and this is not, as is often alleged, just a relic of old, Roblin attitudes. It is built into the concept of the broadcast itself. And so someone has to make sure that this assumption of authority is not defective or fraudulent.

I am not convinced by the arguments of Peter Jay and others, who look forward to the days of unrestricted broadcasts. Ultimately, the authority to broadcast, as opposed to talking to your friends or fellow enthusiasts, must derive from Parliament, and it must be to Parliament that the broadcaster is responsible, through a complicated system of licenses, contracts or controls.

Control is, in a sense, quality control, and it is the listener or viewer who benefits. I am aware of all the arguments against this but I see no alternative. We, the audience, must always be able to demand of the broadcaster "by what authority do you impose this on me?" And no advances in technology can alter this fundamental relation between the broadcaster and his audience. It is because CB has not the power to raise this question that it may also in the long run turn out to be something lacking in glamour.

But we need to think much more seriously about how to raise and answer the question when faced with a new choice of programmes brought cast by satellite.

TES Crossword No 28



Across

- 1 By law mother might be culpable (11)
- 9 Involved in a cult that's crazy (7)
- 10 A fabulous writer takes a retrospective post (5)
- 11 Taps put out in a squall (4)
- 12 Light spirituality? (6)
- 14 Repeat, perhaps, comes to a fine end (4)
- 16 Charm, flash and music (4)
- 18 Highly competitive events (3-5)
- 19 It was heaven on earth while it lasted (4)
- 22 A premonition Richard (4)
- 23 Still voice? (7)
- 24 Fit to take possession (11)

by Rufus

- 2 They join the army (4)
- 3 Fabulous rebellion (4)
- 4 Wrong description of a candle (6)
- 5 Makes a new arrangement when a man breaks the rules (4)
- 6 As he got confused, he was captured (7)
- 7 All-ways? (6-8)
- 8 See 17 down
- 13 Break out's perhaps (6)
- 15 Vegetable described in a newspaper cutting? (7)
- 17 and 8 down: he took to and confided in (6-11)
- 20 The general agreed to a recent travel (5)
- 21 Wine that spoils as it rises (4)

Solution to Puzzle No 27

THE TIMES Educational Supplement

FRIDAY DECEMBER 11 1981 NUMBER 3415

Liverpool schools hard hit as town hall chaos spreads

by TES reporters

The six-month-old strike by 350 town hall typists in Liverpool is causing chaos in schools and colleges as they struggle on without basic cash and supplies.

Since the strike started in July no correspondence has gone in or out of the city's education offices - officially, at least. A hundred mail bags are said to be piled up unopened.

The results are that schools have to petty cash for paper and writing materials, no requisition orders have been sent out, salary changes have not been implemented, there are no overtime payments for ancillary staff and so jobs can be advertised. Students and trainees can't get grants and allowances. And a reorganization scheme for voluntary schools has been held up.

At one comprehensive for about 80 pupils a cash allowance of £1,000 for capital has been held up, and the caretaker is owed a sum "well in four figures". Essentials have been purchased out of school funds, with the help of an active parents' association. But the caretaker is being "rather put out". "We're seriously in trouble - it's just a nuisance," said the headmaster.

Some well stocked comprehensives are helping out their local primary schools, some of which are short of basic writing materials. One primary school is said to have no money for Christmas celebrations.

Mr B. L. Parker, head of the Liverpool Institute, a boys' high school, said the school was especially short of stationery. "We are rather annoyed because we have our own money which we are using to get our own supplies. Advertising for staff has also a problem. Adverts could be put in the local press only by

what, strictly speaking, were strike-breaking methods," he said.

At Central Liverpool College of Further Education, Mr Andrew Hep-ton, who runs the MSC employment induction courses to prepare 16-year-olds for YOP, said he had a great deal of trouble getting the students paid. "The kids have to cross picket lines to get their money - it's a bit disturbing for them."

He also said supplies of stationery were hard to get. "There's a bit of a black market in paper and envelopes."

Miss Patricia Mullin, head of All Hallows Secondary Modern, Speke, said the school was running out of stock, "though fortunately we did get our requisition in before the strike began to bite. But I think it is possible we might have had our computer by now if it hadn't been for the strike."

At the town hall, where all normal committees have come to a standstill, essential decisions are being made by "the Magnificent Seven", an ad hoc committee of the leaders and deputy leaders of the two main parties with the chairman of personnel.

Full council meetings are going ahead. Are the minutes being typed? "Yes," came the reply, "but I don't know how and I don't enquire".

The strike was blamed for adding further delay to the already drawn out reorganization of Roman Catholic education in Liverpool, affecting 39 secondary schools.

"The whole administration is gummed up," Father Paul Thompson, arch diocesan schools' information officer, said. "We are now prepared to put a 12-month delay into our plans."



Watching a demonstration of a giant skateboard for disabled children is one of its designers, 12-year-old Fiona Cherryman, who with another 12-year-old from Cliffe Woods Middle School, Rochester, Kent, Kerry Luscombe, began the project in their one term of design education at the school. Fiona and Kerry were among 13 winners of the 1981 Schools Design Prize who were presented with cheques and certificates by the Prime Minister, Mrs Thatcher. The competition, organized by the Design Council, is sponsored by Rolls-Royce.

Quarter of new students clumsy with English

by Olga Wojtas

A quarter of first year students in arts, science and social science at Glasgow University need help with basic writing skills, while 10 per cent are "seriously at risk", according to a confidential report by an inter-faculty committee examining student literacy.

The group was established last year under Dr Philip Hobsbawm, reader in English literature, after disquiet over students' difficulty with spelling and sentence structure.

The report also says that 50 per cent of English language and literature students need help. "The figures may be due to higher standards being expected in English, or to the inability of English departments to attract students with the highest entry qualifications", it says.

Examples cited in the report include: "The spelling has went

through a limited amount of change but there has been no drastic difference of the centuries"; "It is common for matters which rise to tangibility to be dissipated by action"; "Sailing ships for example were first reported around 5,000 years ago, and reached their peak in the middle of the nineteenth century".

The report suggests that the university may have to revise its expectations of the attainments of first year students and provide a course in basic communicative skills as an alternative to the first year English literature course.

Professor Nigel Grant, of Glasgow's education department, has said the report's examples show "verbal ineptness" rather than illiteracy. "To blow this up into a major crisis is to get the problem out of proportion," he said.

Salford wins itself a load of tripe

"I hereby undertake that where any sum is paid, in pursuance of any award to me by the Salford Education Authority during or after the academic year in respect of which the sum is payable, I shall, if called upon to do so, repay to the authority the amount by which the sums paid during or after the academic year exceeds for whatever reason, the amount of grant payable in respect of that year."

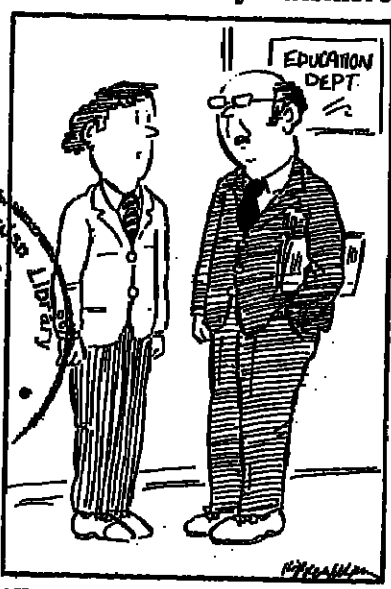
That sentence, and another nearly as bad, are taken from the authority's form FBA 1 (Application for a further education award). They have earned Salford one of the coveted booby prizes in the 1981 Plain English Awards - 2 lbs of best Lancashire tripe.

Still smarting from the blow (but not the tripe - it hasn't arrived yet) Mr John Barnes, Salford's CEO, pleaded: "It follows very closely the regulations perpetrated by the Secretary of State." Aha. So similar atrocities were to be found in L.E.A.s up and down the land? "Absolutely yes!"

"It's as clear as possibly can be," he continued. "It's a legalistic question but a deliberately legalistic question." What about "in pursuance of"? "Well, that's the kind of change we can make", he admitted. But other changes would be in line with the new DES regulations.

Over to Sir Keith Joseph, to strike a blow for Plain English. In other words, if Salford has been over-generous it would like the money back.

Biddy Passmore



"Here in Salford we call a spade a load transferal implement."

Sixth form recruits for the students' union

School sixth forms and sixth form colleges are to be allowed to join the National Union of Students.

The move to extend membership is up to 200,000 sixth formers was agreed at the NUS conference in Blackpool at the weekend exactly a year after the union voted to withdraw support from the National Union of School Students. The revolutionary activities of NUSS, which had fallen into the hands of extreme left-wingers, had become an increasing embarrassment to its parent union.

Now, 16-plus members of the NUS can stage strikes and sit-ins with union support. However, they will not be expected to show full solidarity with their undergraduate fellows by joining in their spring strike over grants.

Where sixth formers do decide to join, the most likely result will be a demand for greater say in how their schools and colleges are run. Courses

and rules and regulations particularly regarding discipline will come under closer scrutiny.

The first sixth form recruits are likely to be sixth form colleges, many of which already have well organized student councils. NUS spokesmen acknowledge that conventional sixth forms may be a tougher nut to crack; many school heads are known to be worried that "pupil democracy" in the sixth form might have an undesirable effect on

the rest of the school.

NUS regional officers are helping their new members as much as possible. They are also helping in further education colleges to fight their local battles, mostly by telling them on how to present their case rather than arguing on their behalf. Sixth form unions will also be getting regular information bulletins from NUS headquarters in Endsleigh street, London.

This week

- Science in primaries 3
- 16-19 gaps in plans for teacher training 4
- Separate funding for education urged 5
- Accidents in the science lab 6
- Exam boards worry over 16-plus 7
- Special needs and the mainstream 8
- Teaching technique of prodigy's father 9
- 500 tips for primary teachers 10
- Dutch reform minister promises clean sweep 12
- The dilemmas of amalgamation 16
- People in class houses 25

- Approaches to history 19-23
- Invasion of the micros 30
- Classified 32

- Comment 2
- Platform 4
- School to Work 10
- Overseas 12,13
- Letters 14,15
- Features 16-18
- Talkback 24
- Review 25
- Arts 26,27
- Books 28,29
- Resources 30
- Media 31
- Brussels Notebook 31
- Aristides, Personal Column and Crossword 48

Extra

- Approaches to history 19-23
- Invasion of the micros 30
- Classified 32

Crouch End hurdle

All the earnest public fuss about whether the Labour Party will finally cede its soul if the NEC takes a policy decision to let in Tariq Ali overlooks one simple but vital fact.

Tariq Ali, once of the student revolutionary tendency and much more recently of the International Marxist Group, lives in the Crouch End ward of the Hornsey constituency.

Since his application to join the Labour Party has initially to be considered by the ward branch, the first hurdle he has to cross will be at the next meeting of the Crouch End branch on Monday week.

And the chairman of Crouch End ward is, of course, Mr Max Morris, former president of the National Union of Teachers and one of the most

notable scoundrels of the far left in the business, since his own departure from the Communist Party.

Max Morris has maintained with some relish the anti-Trot public persona he cultivated at the NUT, to the discomfort of dissident teachers, but with a proper constitutional respect is not prepared to prejudice the issue before the ward meeting.

Though it seems likely that a number of members will oppose Tariq Ali's admission, the outcome is still very much in doubt.

In any case, the whole issue will then have to go to the general management committee of the Hornsey Labour Party, either for approval or appeal. They are expected to welcome Labour's surprise new convert in light of the recent open arms.



EDUCATIONAL SUPPLEMENT
PO Box 7, 200 Gray's Inn Road, London WC1N 8EZ. Tel 01-837 1234

Why the centralizers at the DES must be denied

Anyone of a reasonably curious turn of mind might be excused for wondering why, in December, the newspapers should now be full of stories about what the Department of Education told the Trenamen inquiry about the Schools Council many months ago. It would be a reasonable guess that this spate of leaks has not happened by accident but as part of a deliberate attempt to embarrass the DES and forestall plans, believed to be afoot, to scrap the Schools Council and centralize curriculum development and examination reform inside the department.

This is one of those not infrequent occasions when what lies behind the news is more interesting than what is supposed to be being reported. While the supporters of an independent Schools Council muster their forces, Dr Rhodes Boyson, a natural enemy of the Council, has been working on Tory members of the Association of County Councils, stirring up potential allies for the DES.

The politicking continues. It looks as if no decision has yet been made, and none is expected now before the Christmas recess. Sir Keith Joseph, who has already shown himself disposed to reject easy consensus answers, may well incline to the Boyson view (whatever that may prove to be in detail) but, equally, he will have to watch the outcome of the row which has now broken out, to assess the political pros and cons of taking another giant's stride into the Secret Garden.

The DES evidence to Trenamen has not been published. What has come out is a written version of the oral evidence given by a senior civil servant at the DES. It is the unmeasured terms in which this evidence seems to have been couched which has caused the stir. It is said that one reason why Mrs Trenamen discounted the DES line is because of the extreme form in which it was presented. Not only were there some unusually frank

comments on the senior staff of the Council, which may well have bordered on the defamatory, but the DES officials laid themselves open to counter-charges. If a bevy of top people from the Department sat on the main committees of the Council, why had they waited all this time before voicing their criticisms? It seems that Mrs Trenamen won no friends in the DES by asking this question with some severity. No adequate answer was forthcoming. After all, the Schools Council's constitution had been deliberately changed to give the DES a stronger voice, and the department had promised to play a full and responsible role in the triple partnership which was to form the hub of the reconstructed organization.

To add fuel to the fire, it seems that the DES spokesman's criticism of the Schools Council staff included a complaint that they were not sufficiently "submissive" - as if it were thought to be a qualification for anyone who aspired to hold a responsible job with this body that he should be a cypher. One of the principles agreed when the Council's constitution was revised in 1977 was that the administration should be strengthened and a single secretary of standing recruited on a permanent basis to replace the succession of short-term, seconded, joint-secretaries. Perhaps it never occurred to the DES that any serious contender for the job would have to have room in which to operate, and could only earn the respect of his chairman and members if he

behaved as if he had a mind of his own. It is important, however, not to let this whole matter get out of perspective. Infelicitous in oral evidence are understandable: people can get carried away and go over the top. The important question to concentrate on now is whether it would be a good idea to abolish the Council in its present form and substitute a nominated body, serviced by the DES and effectively the creature of the Department. On this, it is important that a clear message should go to Sir Keith Joseph from the teachers' unions and the local authority associations - a message endorsed by their combined political and professional strength. If the local authorities and the teachers stand together, the Department will have to yield.

There are no doubt many people who would be extremely averse to giving the present politicians in the DES the greater degree of control over curriculum and examinations for which they asked Trenamen. Just as many would be opposed to giving these additional powers to Mr Neil Kinnock or Mr Tom McNally or whoever may be Sir Keith Joseph's successor. The case against centralism in the curriculum still stands. The Education Act is rightly opposed to it, and if the local authorities give into the wishes of the DES they will, in effect, be conniving at their supersession in this as in other areas.

That is not to say that Trenamen should be treated as Holy Writ - nor yet that some other

kind of genuinely independent body might be devised to replace the Schools Council and less flim-flam. But it has to be remembered that independence, though essential, is not a requirement for a body concerned with curriculum and examinations in the English and Welsh context. Curriculum development depends on the active cooperation and voluntary activities of many schools and counties teachers. So, too, does the business of examination reform, where already it seems, the attempt of centralizing bureaucrats and examination board technocrats to push through curriculum-confining changes against the judgment of the teachers is running into increasing opposition. (The correspondence columns of *The TES* provide plenty of evidence both of the opposition of the teachers and of the conscientious way in which the schools have participated in the present view of criteria.)

Sir Keith may dislike teacher unions and prefer the certainties offered by his top administrators to the carefully qualified professional judgments of the Inspectorate, but the teacher unions are the best teacher unions we've got, and it would be unrealistic to expect to carry out effective educational development in a decentralized system against their active opposition.

The same, of course, goes for the local authorities, whose statutory responsibility for the curriculum remains intact. Sir Keith may have blameworthy intentions to offer the County Councils but cannot expect to win over the Association of Metropolitan Authorities.

It would be absurd to claim that the Schools Council in its present form, or altered in the way Mrs Trenamen has suggested, is perfect. But now the DES has had its outside inquiry and its evidence has been rejected, the best thing for all concerned would be to stick with the Schools Council under a tidied-up constitution, and not give the centralizers an inch

and functional. Locational integration exists where special units or schools share the same site as ordinary schools, social where they share activities outside the classroom, functional is the fullest form, where social and locational integration lead to joint educational activities. These definitions have been echoed in other countries, notably by Martin Söder in Sweden, and international studies suggest that most developed countries with an integration policy (including some believed to be much further along the road than us) are somewhere along the spectrum of physical, social, functional integration.

Perhaps once we are clearer what we mean by integration, we can then also sort out more successfully what is needed to make each step along the way successful. Is support needed in the ordinary classroom, in a special class for part of the time or all the time, or, at the last resort, in a separate institution? What is needed in the way of teacher training, resources, specialist services on site, to make each stage possible?

It is the strength of this new study that it does provide the clear thinking and good reasons that are called for, and it is especially valuable that it comes now, when the framework laid down by the Warnock Committee has taken its place in the 1981 Education Act. If that foundation is to be built on, we need the sort of well-considered experiments and evaluation that it reports on. But the hopeful message that special educational needs can be met in the ordinary school, as a far greater extent than at present, must be read in conjunction with the rest of the analysis.

No comment

"Second Practice: A weak teacher with little idea of development and continuity so essential to primary teaching. She lacked perception of children's needs and lacked energy and enthusiasm. She was still very shy of other staff and unable to share the warmth and excitement of infants. She cannot communicate fluently and seems unable to stimulate visually. Grade: Pass." From a college's confidential report on a young teacher seeking her first post.

Middle schools not justifying advantages Boys do better than girls in primary science

by Bob Doe

Middle schools are better equipped and staffed to teach science to 11-year-olds than junior schools but their results are no better according to tests of 11,000 pupils carried out by the Government's Assessment of Performance Unit.

The unit's first report on primary science also suggests boys are doing better at science than girls at 11 and that some aspects of scientific investigation are being largely ignored by schools at this age.

The unit did not test what science 11-year-olds had been taught but whether they could do things scientifically. The testers looked at the pupils' performance in taking in information from graphs and tables, making measurements and observations and interpreting patterns or applying science concepts. These skills, the unit believes, may be taught just as much in history, maths or social studies or may even be picked up by pupils informally as they play.

Virtually none of the junior or middle school sample had a science laboratory, though half of the middle schools did have one. Twice as many middle school staff had science degrees than those in the junior schools, and middle schools were more likely to have science as a specified part of their curriculum.

In this age group, then, junior schools where they tended to teach science as a planned part of much broader topics.

Girls were better than boys at reading and presenting data in graphical form, but the boys were better at the skills more specifically related to science.

The tests showed most pupils could read information from flow charts, pie charts and horizontal bar charts better than they could read vertical bar charts or graphs. Large numbers could use a lens, a stopwatch and a tape measure satisfactorily, but pupils were less familiar with thermometers. Most pupils could observe the differences between objects or animals but they were not so good at seeing similarities. Most could make the observations necessary to use an identification key.

Pupils were better able to make predictions based on observations than to explain those predictions. Their explanations for the predictions were often inconsistent with the observations. Pupils found difficulty in distinguishing between what was evidence and what was inference. They were more able to apply concepts to do with properties of matter, living things and the environment than those to do with movement, forces, electrical circuits and the transfer of energy.

The report says most teachers at this level consider the general attitudes and skills of observation, a questioning attitude and enjoyment more important than the specific skills of planning experiments and recognising patterns.

Science in Schools. Age 11. Report No 1. HMSO. £7.80.

DES plan to disband Schools Council faces wide opposition

A plan from the Department of Education to shut down the existing Schools Council and replace it with a body appointed by the education secretary will be widely opposed by teachers' organisations and local authorities. But the Conservative-controlled Association of County Councils may be prepared to accept a compromise if local authorities are given a say in who should be on the new body.

The plan was revealed last week when *The Times* published details of recent evidence given by the department to Mrs Nancy Trenamen, the Oxford academic appointed by the Government to investigate the Council's effectiveness.

Transcripts of oral evidence given to Mrs Trenamen suggested the DES team, led by Mr Walter Ulrich, deputy secretary in charge of schools, had savagely criticised the management of the Council's affairs and the way teacher-dominated committees are alleged to frustrate proper consideration of priorities.

An independent nominated body similar to the research councils, and able to assess quickly what is going on and what is needed, was what the DES officials wanted. Mrs Trenamen later rejected this idea in her report, though she echoed some of the criticisms about the Council's priorities and the composition of committees. She suggested instead a slimmed-down Council with an end to large numbers of teachers on committees to represent teachers unions.

There is strong opposition to a Council appointed by the Secretary of State among teachers' organisations, who see it as an attempt by the DES to gain control of the curriculum. Those opposed to it include the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, the National Association of Head Teachers, the Secondary Heads Association, the Headmasters Conference and the Assistant Masters and Mistresses Association.

The Professional Association of Teachers strongly supports an appointed Council. The Labour-controlled Association of Metropolitan Authorities, which speaks for the city councils, has demanded the plan.

The Association of County Councils' education committee backs the Trenamen proposals, and is opposed to the nominated body. But the ACC's attitude will also be affected by the views of its policy committee which has to approve the £1½m the local authorities contribute to Schools Council funds.

Mr Alastair Lawton, chairman of the ACC's education committee, said this week he was against a nominated Council. But he could not rule out the possibility of an ACC compromise with whatever Sir Keith Joseph proposed for the Schools Council's future "in which the local authorities select some members and Sir Keith selects some."

Offer of 7½% remains

Teachers' employers have refused to improve their offer of a 7½ per cent increase in the London allowance. For their part the teachers have rejected management's proposal to abolish the special priority school allowances.

At a meeting of the Burnham Committee on pay this week the teachers' union, the National Union of Teachers, argued that far from abolishing the special priority school allowances, the social

priority allowance should be increased and more schools brought into the scheme.

Mr Fred Jarvis, NUT general secretary, claimed that educational disadvantage was more apparent in schools today than when the allowance was introduced in 1974. He pointed to rising unemployment and more parents on supplementary benefits and to the summer holidays in Brixton, Toxteth and other cities.

Study aids court case

by Sarah Bayliss

A court case which questions the legality of Coles Notes, the examination study aids used widely by pupils, was concluded at the end of last week. A reserved judgment is expected in the next two weeks.

The case, which lasted eight days, turns on the Copyright Act and whether the quotes from original texts used in Coles Notes are within the law.

There are three Coles Notes involved in the action *Saint Joan, Loveliness of the Long Distance Runner* and *Cider with Rosie*. The defendant is MacGraw-Hill in its capacity as distributor of the notes. The plaintiffs are the estate of George Bernard Shaw, Alan Sillitoe and W H Allen, and Laurie Lee and the Hogarth Press.

The Copyright Act says that the quotation of a "substantial" extract from an original text is not in breach of the law if there is "fair dealing" for the purposes of review or criticism. That is at the nub of the case.

Mr Mark Le Fanu, joint secretary of the Society of Authors which is supporting the plaintiffs' case, said this week that one of the arguments put on behalf of the plaintiffs was that, unlike other study aids, Coles Notes appeared to be too much of a substitute for the original work.

Coles Notes are used widely by pupils who feel inadequately prepared for their examinations. "They spoonfeed pupils with opinions and summaries but there are circumstances where they can help to get children through exams," said one former teacher this week.

EEC works out youth guarantee

by Stuart Maclure

A European Youth Guarantee under which every 16 to 18-year-old in the Common Market will have the right to education, training and work preparation is being drawn up by Brussels officials. The guarantee is expected to be adopted formally by the European Commission early next year, and will then go to the Council of Ministers for final approval.

Meanwhile, discussions in progress on expanding the European social fund and using it more actively to combat unemployment are likely to lead to arrangements under which national schemes to implement the guarantee could be heavily subsidised.

Brussels notebook, back page

All back at Coventry

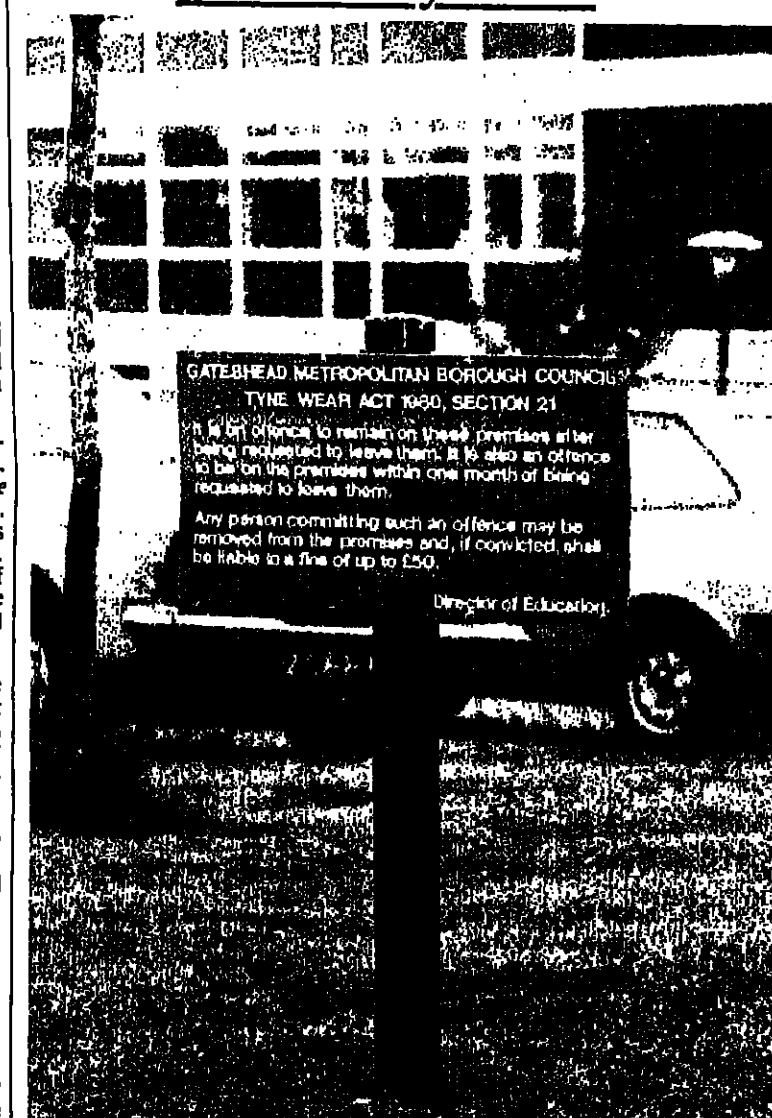
Coventry's 60,000 school children returned to school on Monday after four weeks unofficial holiday caused by striking cleaners and caretakers. Members of the National Union of Public Employees agreed at the end of last week to take their dispute over council plans to cut their hours to arbitration. They worked on Sunday to get the schools cleaned - on double pay.

At Eastern Green primary school, Mr Harry Mellon, the head, said he was very impressed with the way the children had settled down to work.

"By 10 o'clock on Monday we were back to normal." All Christmas celebrations would be confined to the last 24 hours of term, he said. Everyone would put in full teaching days until then.

"The heavy fall of snow on the second day back and the bus strike on the third were mere bagatelles after the past four weeks," he added.

Unfriendly note



Trespassers really will be prosecuted if they disregard notices like this at Gateshead schools. The borough council took this action to curb vandalism, which it says begins with trespass - including the exercising of dogs and horses on school fields.

RETIRING THIS YEAR? CAPITAL TO INVEST?

THE GUARANTEED INCOME SERVICE FOR TEACHERS

- ABSOLUTE SECURITY
Provided by investing in Government Securities.
- YOUR CAPITAL CAN BE WITHDRAWN EASILY
It is not locked away for years like some other investments.
- UP TO 15.10% PER ANNUM GUARANTEED RETURN NET OF TAX
Equivalent to 21.57%* per annum gross. Six monthly income facility.
- UNIQUE SERVICE TO TEACHERS
Available to all Teachers and their families aged over 18 years. Minimum investment £5,000 - Maximum £25,000.

* Correct at the time of going to press.

For free, confidential advice and explanatory literature contact:

INVESTMENT & PENSIONS ADVISORY SERVICE FOR TEACHERS FREEPOST
Hillfax House, 208 Station Road, Addlestone, Nr. Weybridge, Surrey.
Tel. Weybridge 53857/43320.

I would like to take care of my capital. Please send details to me.
Name.....
Address.....

Post Code..... Tel. No.....
Retirement Date..... Date of Birth.....

Lump sum available for investment £.....
Regular monthly income £.....

Platform



The challenge is to cope with the needs of those on vocational preparation schemes yet continue to provide sufficient numbers of conventional staff

Where are the "voc prep" teachers coming from, asks Iolo Roberts

Time to fill the vacuum

The recent pronouncement on target numbers for the PGCE intake in 1982 overcomes the immediate uncertainty about numbers and makes it possible for the institutions concerned to undertake short term planning.

However, it is disappointing in that the recommendations reflect an undue pre-occupation with demographic trends and, as far as can be ascertained, a failure to recognize that the teacher education needs of the 1980s are essentially different from those of the 1970s.

Furthermore, these cannot be met without some radical rethinking about the current teacher training provision.

It seems that discussions about the future of teacher education have been mainly focussed on:

- The prevention of a "substantial overproduction of trained teachers" relative to the projected pupil numbers in our primary and secondary schools;

- The maintenance at their current level of the numbers of students studying mathematics, physics, chemistry, CDT and Welsh; and

- Ensuring that "the system remains capable of meeting the demand for increased numbers which is expected by the end of the decade."

Whilst all three aims are clearly important, they address themselves only to one dimension of the present educational scene - that is, fluctuating numbers in schools.

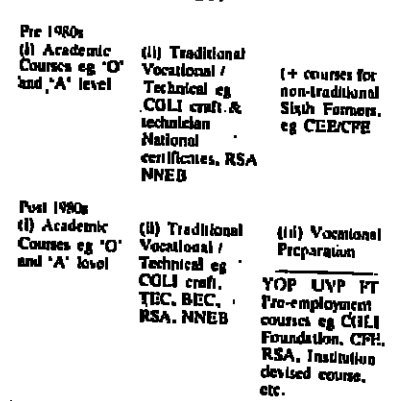
They take no cognisance of recent developments with respect to the education and training of the 16-19s, in particular the growing number of young people on vocational preparation schemes whose educational needs present a challenge reminiscent of that faced by schools following the raising of the school leaving age.

At the risk of oversimplification, we may summarize the education and training provision for the 16-19s diagrammatically as in Fig. 1.

The characteristics of the "voc prep" scene have been excellently documented in the recent FEU document *Vocational Preparation* and may be broadly summarized in terms of participants, provision and aims/components.

Participants (para 26)
About half of the 16-year-old age group. A total composed of:
(a) Some of the 90,000 of those who voluntarily stay on in full-time education in schools and colleges;

Fig. 1. Education and Training Provision 16-19 based on Vocational Preparation FEU 1981.



(b) Over 200,000 who enter employment which offers no accompanying education or training; and
(c) The increasing number who leave school but fail to find a job (currently 1 in 3 of all school leavers and likely to become 1 in 2).

Provision (para 23)
The provision is uncoordinated and based on UVP (unemployment-based), YOP (work experience-based), some college-based and full-time instruction (usually college-based).

Aims and Components (section IV)
The main aims are:

(a) to give to young people basic skills, experience and knowledge;
(b) to help them assess their potential, to think realistically about jobs and employment prospects and to optimize their employability;
(c) to develop their understanding of the working and social environment, both nationally and locally, so that they may understand the variety of roles possible for them to play as an adult member of society;

(d) to encourage them to become progressively responsible for their own personal development. The essential components are:

- An implied content of communication, numeracy, decision-making and problem-solving, physical and manipulative skills, inter-personal relationships, moral values, social, political and economic awareness, learning skills, self-confidence and adaptability;

- The availability of counselling and guidance as part of the teaching repertoire;

- Some form of generally acceptable common core of broad based and transferable skills; and

- An assessment system which makes extensive use of student profiles.

In spite of the contribution of the FE sector, as yet the commitment of the education system in its totality to the "voc prep" scene leaves a great deal to be desired. Most of the curricular expertise is, for good reason, being gained "in situ" in a climate where the lack of long term resources puts undue reliance on the contribution of part-time staff employed on short term contracts.

If the New Training Initiative recently launched by the Manpower Services Commission is given the go-ahead by the Government next week - and it is essential that some such scheme be accepted in due course so that the young people of Britain do not continue to lose out relative to their counterparts in Western Europe - the demands on both the schools and further education colleges will be very substantial indeed.

As pointed out by John Tomlinson (*The TES*, October 9) "such developments will require large numbers of staff of a kind not now found among teachers or industry. What sources of teacher training going to make to the adult training of supervisors, the preparation of courses and assessment procedures? If the teacher training system fails to get into it, someone else will fill the vacuum".

If it would appear that, so far as one can ascertain, teacher education interests have, with few exceptions, shown little interest in this vital new development. In some ways this is still working within the institutional framework which grew up at a time when the needs of the 16-19s were, as shown in Fig. 1, vocational.

The overall pattern of teacher education can be summarized as in Fig. 2.

As a consequence we still prepare most of our teachers either for the school or the further education sector and assume, as we did when FE became more involved in GCE A level teaching, that the teachers produced would themselves make any adjustments necessary when transfer-

Fig. 2. Institutional Pattern of Teacher Education

Institutions	Orientation
Colleges of Education and Departments of Education	General Education at Primary or Secondary Level
Colleges of Education (Technical)	Vocational Education in Further Education

ring from one sector to the other. Clearly, such assumptions cannot be made in the context of vocational preparation programmes because the essential feature of such programmes is that they are and should be seen to be different from both academic and vocational courses.

Let us, therefore, briefly consider some of the underlying issues arising in the context of teacher education for vocational preparation:

1. Although until now it is the FE sector which has predominantly met the demand for the educational element of "voc prep" provision, there are numerous indications that the school sector must play its part. As indicated in the FEU's latest newsletter (Oct 1981) the schools' perspective (on *A Basis for Choice*) remains to be developed. Other major documents which recognize that "voc prep" must transcend the conventional interfaces are the NUT/NATFHE Joint Policy Statement on the Education and Training of the 16-19 Age Group (Oct 1981) and the "Labour Blueprint for a New Tertiary System of Education and Training" (*The TES*, November 13).

2. Since the background against which it is intended that the learning within "voc prep" must take place is the working environment, it is not surprising that achievements to date owe a great deal to two contributing factors. First the identification of staff willing and able to take part in such schemes and second the development of a

supportive framework through appropriate staff development programmes. In most instances staff development needs are met in the colleges themselves but in one or two cases, eg within the West Midlands, such programmes have been undertaken on a regional basis. In essence these developments represent an in-service programme external even to the FE teacher training institutions. Until comparatively recently there was no relevant expertise available within teacher education.

3. While in-service training must clearly be a major force in the immediate growth of vocational preparation programmes, it must also be recognized that initial teacher training has a crucial role to play both in encouraging a favourable climate for curricular change in schools and colleges and in the longer term development of the teaching force. In the former context all initial training courses whether preparing teachers for the secondary and/or the further education sector, should contain information on and an orientation to vocational preparation as a growth element in the provision for the 16-19s. In the latter context, steps need to be taken to provide opportunities, not just within teacher training for FE, but for many more teachers in training to undertake more extensive applied teaching studies in relation to the vocational preparation group.

Clearly the task ahead is both daunting and challenging. It thus behoves a body such as the Advisory Committee on the Supply and Education of Teachers to grasp the nettle not only to identify needs but also to restructure the system, if necessary, to meet such needs.

It continues to be important to ensure that the system remains capable of meeting the demands for increased numbers (of conventional teachers) which is expected by the end of the decade.

In addition, it is also vital for a body, such as ACSET, to recognize that there are other pressing needs which can only be met if thought is given to how teacher education both nationally and regionally can assist in the important task of bridging the school / further education interface.

Iolo Roberts is Senior Lecturer in Education, University of Keele.

Three paragraphs in Green Paper represent new initiative by DES 'Block grant' plan for fairer funding

by Sarah Bayliss

The Green Paper on the reform of local government finance, due to be published next week, floats the suggestion that education be funded separately from the rest of local government services.

The idea will be tucked away in three paragraphs in an annex to the Government's Green Paper, but it represents a significant initiative from the Department of Education. Officials within the Department, and indeed some education officers, would like to see the Department of the Environment have less influence over funds for education which currently are included in the total Rate Support Grant Settlement. They argue that a separate "block grant" for education would help to guarantee a fair share of funding for the service.

There is no suggestion that education should cease to be administered or funded locally - simply that the grant should be separate.

As the *TES* went to press, the Government looked set to abandon its proposals for forcing references on high spending councils who want to use supplementary rates above a certain limit. The Department of the Environment was urging a face-saving and simple alternative - to abolish supplementary rates altogether. Legislation which would curb the subsidies given to transport was also on the cards.

The Local Government Finance Bill, which is certain to be reshaped if not dropped altogether, has met with enormous opposition from the local authority associations, trades unions and Tory backbenchers.

It would seem that the Inner London Education Authority - the most likely to be hit by the referendum due - is now off that hook. It is now dependent on rates for its income but, with no power to raise a supplementary rate, would be forced to make a big demand on rate payers next spring.

The Government's proposal for relaxing spending limits in next year's rate support grant settlement was given a cautious welcome by the Conservative-controlled Association of County Councils this week.

Mr John Horrell, chairman of the ACC, welcomed the "more realistic target," which effectively means overspending of £1 billion this year has been written off.

At a meeting of the joint Government - local expenditure steering group on education this week, members received a DES paper on what the revised targets could mean for education.

The plans assume that £9,190m will be spent on education in 1982-83 - that is £285m more than was planned in the spending White Paper.

The DES paper states that this "extra" £285m should allay the fears of the local authority associations which said in July that education would overspend by £300m in the coming year if existing targets were not revised.

Most significantly, the DES suggests that local authorities should spend £20m extra on books and laboratory equipment - roughly a 10 per cent increase. Spending on teachers should rise by £60m, saving 5000 jobs next year.

There should also be £20m extra set aside for teachers' redundancy and premature retirement costs, and £55m should be put towards a lower target for taking school places out of service. Non-advanced further education should get £35m more than was originally planned to take account of the rising numbers staying on and £15m more towards advanced further education would "assist a more orderly run down".

Finally, £60m more for the school meals service should provide local authorities with a more realistic target.

Sir Keith likely to relent a little on deadline

by Biddy Passmore

Special measures to help the universities contract without going bankrupt are expected within two weeks.

Sir Keith Joseph, the Education Secretary, will probably indicate the setting up of a special fund to assist with the cost of redundancies and a selective extension of the three-year deadline for universities which would have greatest difficulty in meeting it.

His announcement is likely to form part of a general statement on the implications for education of the recent cabinet decisions on expenditure. These will include an extra £10m for "a more orderly rundown" of higher education in the public sector.

Sir Keith is said to have decided against a general extension of the

deadline to five years because he feels that would simply make institutions postpone hard decisions. He is now taking advice from the University Grants Committee on which universities should be allowed to take longer.

His decisions will go some way towards meeting criticisms of the Government's policy in a report published this week by the Commons Select Committee on Education. This attacks ministers for embarking on a policy which, "unless additional funds of a very substantial nature can be injected into the university system, must inevitably lead to some universities going bankrupt". It says the Government should either guarantee that the universities' redundancy bills will be met or should

Sweets test children's attitudes on race

by Virginia Makins

A survey of racial attitudes among London and Yorkshire primary children has shown that many West Indian and Asian children say they would prefer to be white.

The research, directed by Mr Alf Davey of Newcastle University, set out to discover the attitudes to race of seven to 11 year olds, 256 white children and 128 each of West Indian and Asian children from 16 primary schools were involved.

None of the children had much difficulty in identifying which racial group they belonged to - a very different result from studies in the 1960s, when black children tended to classify themselves as white.

The majority of children in all ethnic groups wanted to have friends outside their own group. (More Asian children wanted to stick together exclusively than black or white ones.)

But when shown pictures of people from different ethnic groups and asked: "If you could choose which one would you most like to be," less than half the West Indian and Asian children chose someone from their own ethnic group, compared with 86 per cent of white children. Over-

whelmingly, they chose a picture of a white boy or girl.

When asked to distribute two sweets between four children from different ethnic groups, West Indians and Asians were the most fair minded in trying to distribute between groups. (Girls in all groups were fairer than boys).

And when asked to assign favourable and unfavourable attributes to members of different groups, the whites assigned favourable state-ments exclusively to themselves. Asians and West Indians described both their own groups and whites in favourable terms, and left the derogatory statements for each other.

It seemed that parents were not responsible for the children's racial prejudices. A survey of their attitudes found them remarkably tolerant. But many of them felt insecure about teaching children about other races and religions.

Mr Davey warns that if minority children both have a good sense of their personal worth, and a sharp perception of their relatively low status, as his research suggests, this is likely to make an explosive mixture. *Education* 3-13, Autumn 1981.

Sharp attack on 'misguided' advice to councils

The Government's draft circular which advises local authorities to retain schools of "proven worth" when they are being re-organized, has been sharply criticized from several sides.

Mr David Hart, general secretary of the National Association of Head Teachers said this week that the circular was "extremely misguided" and should be withdrawn immediately. He believed it had been rushed out "because the Education Secretary knows full well that many people are very confused indeed by his Manchester decision."

The circular was issued on a consultation basis within a week of Sir Keith Joseph, the Education Secretary, announcing his decision to turn down a city wide tertiary reorganization for Manchester on the

ground that it would destroy schools of "proven quality."

Teachers associations and the local authorities have been asked to give their comments on the new circular by the end of next month so that it might be published in February.

Mr Hart said it raised more questions than it answered since it did not begin to explain what was meant by "proven worth," particularly in relation to sixth forms.

Mrs Nicky Harrison, chairman of the Association of Metropolitan Authorities' education committee, said local councils were under great pressure to re-organize their schools and remove surplus places. "They should be allowed to get on with the job with the minimum of straight-jacketing by the Secretary of State."

Students plan week of protest

Students will boycott lectures and seminars and picket lecture halls next spring, in a week-long national strike to protest against cuts in student grants.

The decision to strike was approved by an overwhelming majority of delegates at the winter conference of the National Union of Students in Blackpool last weekend. Final year students will not be expected to take part.

Mr Neil Stuart of the union's national executive said during the debate: "We may not have economic or industrial power but we do have massive democratic power and we should use that."

The 1.2 million strong NUS put in a claim for a 17.4 per cent rise in grants to restore them to the level when the Government came to power. As a result of economy measures announced by the Chancellor of the Exchequer last week, they will in fact rise by only 4 per cent, equivalent to a cash increase of between £45 and £75.

This will bring the main rate of grant for students living away from home in London up to £1900, and for those outside London up to £1595. The minimum grant will stay at £410 and the parental contribution scale will be frozen.

This is the third year running in which the Government has not up-rated the grant in line with inflation.

Capitation reduction circular withdrawn

A controversial circular sent out to Cambridgeshire schools informing them of an immediate 20 per cent cut in capitation has been withdrawn after two months later, after a decision by the education committee to limit the reduction to 5 per cent.

The committee's climbdown follows a public outcry over the damaging effect a 20 per cent cut would have on already diminished book supplies, and some acrimonious exchanges in which education committee members, including Mr John Horrell, the chairman, claimed they had not seen the original circular before it went out.

Mr Horrell was criticized by local MPs who were said to be furious that they were not informed of the circular's contents before it was sent as an instruction to schools.

This week Mr Peter Frogley, chairman of the Association of Secondary Heads in Cambridgeshire, said most schools would have no more money to spend until next April, but at least they would not be in debt to the authority, as the 20 per cent cut had implied.

The reduced cut was being paid for out of more cuts worth £300,000 in the repairs and maintenance budget. The county was still planning to satisfy the Department of the Environment's demand for mid-year cuts worth £1.8m.

Mr Frogley said that the sense of relief headteachers might feel over this year's capitation was overshadowed by the prospect of more cuts next year.

The education committee was currently preparing a budget with cuts worth £2.6m which could mean a 10 per cent cut across all parts of the education service in 1982-83.

"It's a fairly terrifying amount which must affect levels of staffing," said Mr Frogley whose school, Orion Longueville, lost four teaching posts last year.

A spokesman at the education department said working parties were still seeking reductions worth £955,000 for next year - the equivalent of 145 teachers jobs. The county council had already stated its commitment to a 4 per cent limit on wage settlements and an intention to cut staffing if the wage bill went above that limit.

Voluntary duties ban

Members of the National Union of Schoolmasters/Union of Women Teachers are refusing to do voluntary duties in at least two special schools in Sunderland.

They are protesting at the lack of consultation over a decision taken by special school governors to ban corporal punishment in such schools.

The union claims that, in the articles of government, teachers are given the right to be consulted before decisions affecting the running of the schools are taken.

Mr Colin McInnes, the union's regional officer, said the issue was nothing to do with the rights and wrongs of corporal punishment. It concerned the way the authority had ignored the consultative process which they had already set up.

So far teachers have "withdrawn goodwill" from two out of nine special schools in the area. Mr Jackson Hall, the director of education, said the articles of government had never been interpreted to mean individual teachers should be consulted.

Doncaster education committee's approval of a decision to abolish corporal punishment in its 177 schools from next September has been condemned by the local NAS/UWT.

Corporal punishment is likely to disappear from Manchester's schools next September, as the result of an overwhelming vote by the city's schools sub-committee this week.

11.12.81

Eye protection fails to cut accident rate

by Bob Doe

The most common cause of accidents in school science laboratories is chemicals in the eye, even though it is one of the easiest to avoid, according to a survey of laboratory mishaps in 11 local education authorities.

Accidents involving chemicals on the body were reported by nearly half (338) of all school laboratory accidents (778) reported in these authorities between 1978 and 1980. In 177 of these cases chemicals went in the eyes.

The survey was carried out by the Consortium of Local Education Au-

thorities for the Provision of Science Equipment (CLEAPSE), which runs an information and discount purchasing service.

Reporting its findings in the latest issue of *Education In Science*, the journal of the Association for Science Education, Mr David Tawney, director of CLEAPSE, says, "It is disturbing that with eye protection now generally available this category ranks so highly."

In some cases pupils actually had protective goggles hanging round

their necks rather than over their eyes.

Cuts from glassware were the next most common cause of accidents (158) followed by burns from flames or hot liquids and test tubes (113). There were 32 cases of chemicals in the mouth; "not worth comment were not its commonest cause mouth pipetting, so needless."

Mr Tawney also criticizes the first aid action taken in many instances. He describes as "alarming" attempts to neutralize alkalis in the mouth, eyes or on the skin with acids. "For

burns or for chemicals on the body, particularly in the eyes, the first aid is water, lots of it and for at least five minutes," he says.

Only 5 per cent of the accidents in schools occur in the science lab. Only 0.05 per cent of secondary pupils are likely to be involved in a laboratory accident.

The general accident record of school science teaching is good. More attention to a few points, notably the wearing of eye protection, could improve the record still further," Mr Tawney says.

Why BEd places stay empty

Bert Lodge

Applicants offered places then left to get the necessary entrance requirements are the main reason why empty places on BEd courses have this year and last.

Figures released this week by Central Clearing House belie a popular belief that BEd courses are undersubscribed solely because students intending to teach prefer to go to a subject degree followed by a one-year postgraduate certificate in education.

Last year almost 3,000 candidates failed to get either two A levels or an O level in maths and English in the first year these qualifications were insisted upon. This year's figure is 2,615.

If all students offered conditional places last year had reached the entrance requirements and had been admitted this would have brought the total admissions to 8,612, far short of the 9,100. Instead BEd courses in the 80 colleges and polytechnics offering the degree were on average 38 per cent undersubscribed.

If this year's conditional offers had all been fulfilled 8,958 students would have started a BEd course, barely 50 short of the target figure. In fact with 6,227 admissions, institutions are this year 31 per cent short of target.

The large proportion of conditional offers which have had to be withdrawn because of the candidates' performance in summer examinations fuels the argument voiced by several teacher trainers at the time that holding the entrance requirement so drastically would lose the profession some good quality youngsters.

Moreover, it is not the insistence on O level maths which has been the biggest hurdle. Miss Beryl Smith, director of the clearing house, said this week that only about 200 candidates failed this requirement. It was getting two A levels which defeated the remainder.

Mr Francis Wright, principal of North Riding college of education, Scarborough, said it was his fear at the time that a lot of good candidates would be lost to teaching.

"I still think that is true though I have to acknowledge the calibre of students we are getting now is very high. But we are still sorry that we can no longer admit candidates on the strength of the National Nursery Examination Board certificate. They were good students."

"Of course all these rejected students would have been able to take the Certificate of Education a few years ago."

Miss Jean Bocock, NATPE assistant secretary, regretted more the loss of older entrants to the profession. "What we are missing is that group of mature students who went to the several day colleges for teaching training. Those colleges in course were eliminated anyway in the reorganization plan around 1977. Then putting up the entry requirements has kept that kind of student out altogether."

Mr William Percival, principal of Charlotte Mason College, Ambleside, said he did not think the profession had lost out by stiffening entrance standards. Charlotte Mason was one of the first colleges to insist on high A level performance from candidates.

Stranger film

The Home Office is launching a new film about child-molestation to be shown to primary and junior school children throughout the country. *Say No to Strangers* will seek to warn children of the dangers of talking to and subsequently going with strangers.

The 15-minute film will be used primarily by time prevention officers and introduced and shown by them to schools. It has already been welcomed by parents, teachers and CPOs as being an essential part of a young child's education.

Teachers are concerned about subject criteria, Bob Doe reports

Exam boards may seek more time on 16-plus rules

As criticisms of the plans for the new 16-plus exam grow, the exam boards may have to get it right.

But some fear any delay could put off the merger in 1987 of GCE and CSE altogether, while others argue that unless there is a more fundamental shift in the way school leavers are assessed the new common 16-plus could be worse than the old dual system.

The Government has asked the GCE and CSE boards for their proposals for the new exams by next month. The boards have to draw up two sets of ground rules or "national criteria" for the new exams. One set of general rules all 16-plus exams would have to abide by and subject criteria, or the minimum every exam has to cover in any given subject.

A Joint Council for GCE and CSE has been set up to oversee this work. At its meeting next week it is expected to consider whether to ask for more time to work on these criteria.

So far criteria have been published for four subjects: English, French, History and Physics. With the exception of French, they have generally met into a barrage of objections from teachers. Mr Colin Vickerman, one of the Joint Council's two secretaries, said "We are aware of this crescendo of comment and criticism, only some of which is fair and informed."

Teachers have complained about the detailed contents of the subject criteria; about the preponderance of exam board staff rather than teachers on some of the working parties that drew them up and about the wish in which they have been produced and have to be commented on.

Through the boards have mounted a massive consultation exercise, circulating copies of every proposal to every school taking public exams and asking them for comments, there is a widespread belief among teachers that their criticisms will not be heeded.

The timetable allows for consultation only on the first draft; no further consultation is planned before the final drafts are submitted to the Department of Education and Science.

Extra time could allow more notice to be taken of objections and possibly even a second round of consultations.

The exam boards' Joint Council has insisted all along that the criteria published so far were only drafts and referred only to minimum requirements. Mr Donald Ramsden, the other secretary of the Joint Council said, "They were only meant to start the ball rolling. They were drawn up by experts but not by the experts."

The availability of exam board staff for meetings was a big factor in deciding who was to sit on these working parties, he added.

But the boards are not just asking for more time because teachers have objected. Some of the examiners are not entirely happy with what the criteria working parties have come up with, not least because they have not always complied with the very stringent terms of reference they were given.

There is now a widespread feeling among boards that the criteria must be much more flexible than the draft proposals. But there is scepticism too about some of the proposals of the boards' critics. Some teachers associations, and even the inspectorate, are suspected to want to use criteria to make people toe a particular line.

Mr Vickerman, who is secretary of the Joint Matriculation GCE Board, said, "There is a tendency to think

here is a golden opportunity to further all the reforms they have not been able to get across in the last 20 years. It would be better to move ahead, taking on what we can reasonably accomplish and to accept that exam reform and development is a continuing process like curriculum development. There are dangers in a giant revolutionary leap."

If the boards do decide to ask for more time, this does not necessarily mean the 1987 starting date would be set back. Many groups of boards are already working on their new syllabuses without waiting for the national criteria and the speed with which the DES accepts or rejects the boards' proposals is seen as a much more crucial factor. The boards are still waiting for a letter from the department promising last summer setting out the Government's ideas about how the exams should be run.

But some exam board leaders share the belief of others in the education world that too much delay could scupper the new exams altogether. Mr Ramsden said, "If we do not stick to something like the original timetable it will allow the two extremes to prepare a case; those who want no exams and those who want to save GCE."

But while some, including some DES officials, argue that the administrative framework should be secured first and the detailed reforms thrashed out later, others who were all for the 16 plus are beginning to agonise about whether it might be worse than the flexibility the CSE gives them at present.

End rate funding call

by Biddy Passmore

Education should be taken off the rates and funded through cash allowances paid direct to parents by central government, say proposals published this week.

The authors, Dr John Marks of North London Polytechnic, and Mrs Caroline Cox of Chelsea College, argue that the bulk of education spending is already met by central government through the rate support grant. If most of that sum were transferred to parents in the form of allowances to spend at any school they wished, local bureaucracy would be cut out and parental choice greatly increased.

Freed from the need to run most schools, i.e.s would then be able to concentrate on special needs such as schools for the handicapped, special services in priority areas and extra English tuition for immigrants.

"If they acted vigorously in these areas," say Dr Marks and Mrs Cox, "local authorities could easily meet the most serious practical objection to allowances - that they might lead to 'sink' schools in poor areas, particularly in our inner cities."

Their essay is included in *The Piped Pipers of Education*, a book published this week by the right-wing Social Affairs Unit. Its theme is that state schools could be improved at no extra cost.

Mr Graham Dawson, a teacher at Stanney Comprehensive School, argues that sociology of education should be cut out of teacher training courses "not primarily as a means of reducing the Public Sector Borrowing Requirement, but to improve the intellectual and moral environment in which would-be teachers are trained."

Sociology of education is "more than unnecessary - it is harmful," he says. "It unfits teachers to teach."

Posters track parents

A county council has launched a poster campaign to track down the parents of 600 children who are approaching school age.

East Sussex education committee estimates there are at least 600 three and four year olds not yet registered for admission.

The search for the "lost 600" is to ensure that parents do not miss out on their opportunity to choose the primary school they want for their child. "Parents who don't contact us soon could find there are no places left in the school they want," said a spokesman.

He explained that under the 1980 Education Act parents' rights to register a preference for a school had been widened and popular schools were likely to fill up faster than in previous years.

More than 4,000 children already had their names down to start school next September or the following spring but a minority - perhaps those who had recently moved or who lived in the more isolated parts of the county - had not done so.

Stepping out



Thurrock Marching Brass Champions at the National Exhibition Centre, Birmingham. See *Aristides*, page 48

DES must approve costly repairs

Voluntary aided schools wanting to spend more than £100 on repairs have agreed to seek DES approval first, after a year of consultation between the department and church school governing bodies.

The new measure is an attempt to anticipate more accurately what demands for grant in aid can be expected from the 5,000 schools which qualify. Previously DES approval was only needed where estimates of repairs exceeded £5,000 or £2,500 in the case of improvements.

But last year the sum of £30.5m budgeted by the DES was overspent by £9m though church authorities were quick to point out that the £30.5m was £6m less than the previous year's estimate.

Voluntary aided schools are responsible for maintaining the exterior of the buildings and making improvements and alterations but may be reimbursed up to 85 per cent of cost by the DES.

In the present financial year expenditure is running at £13m over the estimated £32m but Mr Clive Jones-Davies, Church of England schools officer denied it was a case of irresponsible overspending.

"It's just that with 43 dioceses and around 100 local authorities estimating the grant required is very difficult. So we have accepted this £100 limit as a temporary measure. But it is entirely voluntary on our part. The law obliges the Secretary of State to meet his proportion of voluntary-aided school costs. He has no discretion in the matter."

Mr Jones-Davies pointed out that the Church of England particularly had a large number of old schools which were expensive to maintain. "And the governors are responsible for the exterior - often the most vulnerable and the most expensive area of the building to keep up."

More girls stay on

Girls are more likely than boys to stay at school beyond 16.

A recent survey of Inner London pupils showed that in every division of the Inner London Education Authority girls have a staying on rate about 10 per cent higher than boys, on average.

Single-sex schools appear to have little influence on the decision. Pupils are most influenced by their own aspirations and the attitude of their parents, followed by the availability of further education opportunities and the state of the job market.

The survey showed rates varying from 21 per cent for boys in South-west, to 49 per cent for girls in Westminster and Camden.

Higher rates than expected were found in Hammersmith and Fulham, Kensington and Chelsea, Westminster, Camden and Islington, while the rates in Tower Hamlets, Greenwich, Lewisham and Southwark were lower than expected.

Latest figures show that 38.4 per cent of pupils stayed on beyond the compulsory leaving age this year, a 4.4 per cent rise over the previous year.

Left attacks rule outlawing strikes

by Sarah Bayliss

A conference organized by the Left in the National Union of Teachers was unanimous in deploring a union rule which has led to the suspension of over 70 members in the past year.

The conference, on the theme of "Democracy in the NUT", focused on the controversial rule which outlaws strikes or industrial action without the approval of the union's executive.

NUT leaders who held up the rule book to teachers taking action had stirred a hornets' nest, said Mr John Esterson, one of the six officers of the Lambeth Association who were suspended from the union in January for joining in a trades union day of action over cuts. "And the hornets' nest will sting them out of office," he said to applause.

The one-day conference held at the Central London Polytechnic attracted 172 members - 127 were delegates from 34 associations and 52 schools, the rest were observers. The organizers, who had contacted every association in the country, welcomed the fact that 21 of the 34 associations were from outside London where support for the left has been thin in the past.

While deploring rule 8, the meeting split over what should replace it or indeed whether there should be any rules governing action. A motion from Haringey which offered an alternative rule was thrown out.

The majority were in favour of a Lambeth motion which said the union's procedures should be based on "the principle of automatic support for any group of members in a school, Association or Division which votes with the required majority for action in accordance with NUT policy."

A priority motion at the 1973 NUT conference led to the adoption of the rule. It followed concern particularly among executive members at the growth of localized half-day and one-day strikes after what seemed in some cases no serious

attempt at negotiation. "We were being asked to legalize all these after the event," Mr John Gray, union treasurer and a former president, said this week. "The sanity of the union was being called into question."

Mr Dick North, another of the "Lambeth Six", said on Saturday that if a group of teachers in a school decided to take action, for example over class sizes exceeding the NUT maximum, they should get makes sense for a school to go it alone," he said.

He said it was "right" for 59 teachers at Alperton High school in West London to stage an hour-long protest outside school over the threat to six colleagues who were on part-time contracts. But by so doing they had fallen foul of the rule book and were suspended.

Another split was revealed on the issue of whether or not head teachers should be permitted membership of the NUT. A motion calling for their exclusion, along with inspectors and other groups who "act on behalf of the employers" was carried with a minority against.

"Even the police have recognized that chief constables need a different organization to constables," said Wendy Hewling, secretary of the Lambeth association.

Dick North said that in meetings where teachers were debating how to operate a policy of no-cover for absent colleagues, for example, then the head should not be present. "If we want to be active in our schools we don't want the bosses breathing down our necks," he said.

Opposing the motion a delegate from Westminster said it should not be a priority for the Left. If heads were excluded would the eligibility of deputy heads and heads of department be called into question?

Closing that debate Mr John Esterson said, "It's not a question of whether we let them in the union it's whether we have them in our

schools." The Left should be fighting for the re-organization of schools "on a more democratic basis" with teachers taking more decisions.

The conference also agreed that the general secretary, deputy general secretary, regional officials and district officers of the union should be elected by the full membership and paid a salary equivalent on the Burnham salary scale.

There should be provision for local association meetings to take place in school time, and create facilities for any meeting outside school time. "We should make pupils more aware that adults need to participate in trade unions," said Wendy Hewling.

The conference agreed to produce a pamphlet on democracy in the union and to hold a meeting at the national conference next year.

Earlier the conference heard Mr Dick North define his attitude to industrial disputes in a speech.

"I'll back any action which workers take to advance their interests. Rule 8 has no useful function."

Mr North said at present only the NUT action committee were allowed to interpret union policy. Members in the schools should be able to take such action as they thought fit.

Mr Colin Adams, a Brent teacher at present involved in a legal wrangle with the union over whether his suspension for taking unofficial action had rendered him ineligible for contesting the executive elections, said he thought unofficial action should be taken if the issue was right and the support was there.

SPECIAL EDUCATION TEAM

I.N.S.E.T provision confirmed in regional computer centres

Courses	Developments	LOCATIONS	Tandy	
All Regional Computer Centres include a full network computer classroom available for In Service Education to Teachers.	Major developments on aids for use in the field of Special Education have been taking place within many Local Education Authority schemes in the UK. I.N.S.E.T has actively encouraged many developments and is aware of the need to make technical information available to teachers who are developing purpose designed switching devices for those youngsters with physical disabilities. I.N.S.E.T officers will be pleased to visit teacher groups to discuss further activities and to maintain contacts both within the UK and world wide.	BIRMINGHAM Mr. J. Green Tel: 021-454 2337 BRADFORD Mr. K. Dobson Tel: 0274 28431 BRISTOL Mr. D. Wright Tel: 0272 214721/2 COVENTRY Mr. B. Chauhan Tel: 0203 23104 CROYDON Mr. S. Bell Tel: 680 5315 EDINBURGH Mr. A. Boller Tel: 031-225 6382 GLASGOW Mr. M. Gallagher Tel: 041-221 4132 LEICESTER Mr. R. Chauhan Tel: 0533 554022	LONDON Mr. B. Jarvie Tel: 01-248 5313 LIVERPOOL Mr. N. Hayes Tel: 051-708 0133 MANCHESTER Mr. J. Cadnan Tel: 061-832 9314 MIDDLESBROUGH Mr. I. Hodgson Tel: 0642 222183 NORTHAMPTON Mr. A. Hunt Tel: 0604 20574 NOTTINGHAM Mr. D. Lowe Tel: 0602-412144 PLYMOUTH Mr. R. Sharpe Tel: 0752 662928 SOUTHAMPTON Mr. M. Lillywhite Tel: 0703 36492	TANDY CORPORATION (BRANCH UK) TAMEWAY TOWER BRIDGE STREET, WALSALL WEST MIDLANDS, WS1 1LA Tel: Walsall (0922) 648181 Please advise me of date of Special Education course in Regional Computer Centre NAME _____ POST _____ ESTABLISHMENT _____ ADDRESS _____ TELEPHONE _____

Learning aid helps backward children

Cue cards that spell out hope for poor readers

by Bob Doe

A collection of over 500 practical tips to help primary teachers with backward children was published this week.

The tips have already enabled researchers to help some children increase their reading age by two and a half years in less than five months.

These ideas for teaching are contained in a collection known as *The Aston Portfolio*. It represents a systematic approach to helping children who need special help with reading, writing and spelling, its authors claim.

Though self-contained, it is the "what to do next" follow up to *The Aston Index*, 16 tests designed to identify five or six year olds likely to have difficulty with written language or to diagnose what is wrong with seven years olds and above who are failing.

Over 10,000 copies of the Index have been sold since 1976. According to the publishers, Learning Development Aids of Wisbech, 8,000 are in schools and it is the first diagnostic test of this kind to be made available to ordinary teachers.

Both *Portfolio* and *Index* are the work of the Language Development Unit of the University of Aston, Birmingham. Research they carried out convinced them that remedial teaching based on exploiting a child's strengths was much more effective than just trying to put their weaknesses right.

The ideas were published this week on about 60 cards containing "the sort of tips and gimmicks so frowned upon by teacher training colleges," said Dr Hicks. The package was deliberately designed to

need no special apparatus or training.

After checklists of essential skills for reading, spelling and writing to help the teacher identify what is going wrong in the learning, the cards are subdivided into problems with sight or sound distinctions in reading, and difficulties with spelling, handwriting, comprehension and the expression of meaning and ideas.

They suggest 16 things to do with children who find it difficult to distinguish between letters, including making pictures that resemble the shapes of letters, such as a snake for S, matching letters of differing size of producing letters in wet sand, with finger paints, clay or felt-tipped pen.

To help children grasp the sounds and symbols of initial letters the cards suggest 14 activities, including games such as I Spy, riddles like "We live in a house with a roof like a triangle" or "Whose name begins with 't'?" Forty-four spelling rules are supplied from "no word ends in v" to "w is silent if followed by r" and "sometimes it says a when followed by gh (eighty)".

Dictation exercises are also provided, concentrating on such things as consonant blends ("the blue blanket had a black blot on it"), two letter sounds ("shall we shave the sheep" and "the thief had thirty thimbles"); magic e ("the ape ate a date"); vowels together ("I perceive you have received the receipt"); and silent letters ("no doubt your thumb is numb").

The Aston Index (£16.70) *The Aston Portfolio* (£13.80) both published by LDA, Wisbech, Cambridgeshire.

Bill designed to keep young people out of custody

by Diane Spencer

Fears were dispelled this week that proposals for increasing residential care orders contained in the Criminal Justice Bill would mean a huge influx of children sent to Community Homes with Education.

Mr Archie Pagan, assistant secretary at the Department of Health and Social Security, said he calculated that an extra 500 young people would be sent to CHES a year, less than two for each local authority. He was addressing a community homes conference organised by the National Union of Teachers.

"The bill will allow courts to make a residential care order for up to six months on a juvenile offender who is already in care because of criminal proceedings and who commits a further offence."

Mr Pagan pointed out that courts could place offenders with foster parents in the community rather than send them to a CHES. The proposal

was really designed to keep young people out of custody for as long as possible.

Lady Ralphs, deputy chairman of the Magistrates Association, told the conference that the proposal was a "massive vote of confidence" in CHES.

Both speakers urged better contact with local schools and communities. Lady Ralphs said ordinary schools did not try hard enough to keep disruptive children who often ended up in CHES. Then they refused to have them back.

Mr Pagan called for more integration of residential and community based services to ensure continuity of education. Reducing the catchment area of CHES would be the key. He realised the CHES staff felt threatened by closures but urged them to see them as challenges to find ways of adapting CHES into cost-effective establishments which filled an important need.

● The Criminal Justice Bill, published last week, will result in more "short, sharp shocks" for young offenders, claim Save the Children Fund and the National Association for the Care and Resettlement of Offenders.

The Bill will reduce the maximum sentence length of detention from six months to four, and from three months to three weeks.

Save the Children thinks magistrates are more likely to impose custodial sentences when they are shorter and that detention centres will be able to handle greater numbers than before. NACRO fears that young people will be given short, sharp shocks earlier in their criminal career than at present.

Manchester's revised 16-19 plan

by Biddy Passmore

A revised 16 to 19 reorganization plan was published by Manchester City Council on Tuesday.

Manchester's original scheme to abolish sixth forms throughout the city and replace them with three sixth form colleges was turned down by Sir Keith Joseph, the Education Secretary, four weeks ago. He said the change would damage schools "of proven quality", especially Burnage, Parris Wood and Whalley Range, High Schools.

Now the council has voted in favour of a replacement scheme which would leave those three schools intact. The remaining 22 secondary schools in the city would still pose their sixth forms and send pupils to three sixth form colleges, one to serve the north of the city, one to serve the centre and one in Wythenshawe.

Objections to the new plan must be made within two months. The plan and objections will then be submitted to the Education Secretary, who gave a guarantee in the House of Commons last week to give them his "most urgent consideration". If he approves it, the new system would start next September.

The authority says the scheme is intended to avert a growing crisis in the schools, where there are 1,500 spare places at age 11.

The governor's job and how to do it

by Sarah Bayliss

"Being a governor should not be a reward for past services, a circumstance for self-congratulation, or a chance to air one's views on speech day", a new booklet entitled *School Governors Guide* says.

Its 30 pages give a full and frank description of what the job means and how it can be done well. "It is a voluntary task undertaken to serve a school and the community," says the author, Barbara Bullivant, a school governor from Sheffield.

Mrs Bullivant, who is also secretary of the National Association of Governors and Managers, says membership of a local political party is still the way to get nominated to a school governing body. But individuals can also write to the local education committee nominating either themselves or someone else.

Elections for parent governors have often had disappointing turn-outs but an election can be made

into a school event - by combining with a social activity for example. And they can be made fairer by including sending voting papers home to parents.

To keep in touch with parents in ways wear badges at parents' meetings and have their photographs in the school and in school magazines.

The booklet, published by the National Association of Governors and Managers, also discusses the admission of pupils, special circumstances, such as suspending pupils from school and the dismissal of staff, the appointment of staff and "how to be effective". It has an eight-page glossary of educational terms.

School Governors Guide available from Home and School Council, Stonebridge Road, Northfleet, Gravesend, Kent. 60p incl. p.p.

Advice to Bristol applicants

Applicants to Bristol University should continue to behave as if the situation were normal until the university decides in February which courses are to be cut, a spokesman said this week.

No cuts have been proposed in Bristol's undergraduate drama course, contrary to the impression given in last week's *TES*. And the "votes of guidance" by the senate mean that the Italian department and the post-graduate certificate in drama - both originally destined for closure - are likely to suffer only the same level of staffing cuts as other departments.

Education, art history and architecture will, however, suffer disproportionate cuts if the senate's decisions are adopted as policy.



Mrs Gillian Hobbs, widow of the overall winner of the Brainwave competition, Mr Richard Hobbs, is presented with the winner's trophy by Stuart Macleure, editor of *The Times Education Supplement*, at a presentation in London last week. On the left is Stuart Wallis, Chairman and Managing Director of Hestair Hope Ltd., who sponsored the competition with *The TES*. The aim of the competition was to find original classroom aids.

Mr Hobbs, 38, who was head of the lower school at North Lancing First and Middle School, died shortly before the results were announced.

His winning entry was a "removable point dice" for early number teaching. Mrs Hobbs also received £500 and Mr Hobbs, school £1,000. This will be given to a memorial fund set up by the school for him. The money will be spent on refurbishing the school hall.

Funding cut scrapped

Plans by Lancashire's Labour-controlled education committee to cut off funding to county-aided pupils on reaching sixth forms in independent schools are to be scrapped.

The county's schools sub-committee is recommending the county council to take the advice of Miss Elizabeth Appleby, QC, that they should be acting illegally if they ceased funding the new sixth formers from next September.

The 635 pupils, mostly in former direct grant schools, were given places when there was overcrowding in the maintained sector.

Announcements

ELIZABETH COLLEGE, GUERNSEY

The Gibson Fleming Scholarship Trust

The Gibson Fleming Scholarships are open only to those who intend to occupy boarding places at the College. One or more of these may be awarded annually. There is no upper limit to the value of this Scholarship which will be adjusted to the needs of the Parent. The Trustees take the general personal qualities of the candidate into account, as well as his academic performance and likely contribution to the College. Annually the closing date for entries is 31st March. The inclusive fee for Boarders at Elizabeth College is at present £1,632 per annum in the Upper School and £2,007 per annum for the Lower School.

School to work

Edited by Mark Jackson

Education and industry know that their support is vital to the modernization of Britain's training system; But fears are growing that the Government's ideas of how to reform and extend training and its plans for school leavers to be announced next week may be insupportable.

Study shows productivity boosted by worker training

Industry's German lesson

giving new evidence of the importance of industrial training in improving output comes in a study from the National Institute for Economic and Social Research. It implies that Britain needs to spend less time worrying about the supply of engineering graduates and more on training its shop floor workers.

Productivity in a range of industries in Germany and Britain has been compared and related to the proportion of workers trained under apprenticeships or to equivalent levels. The analysis shows that differences in output per head between industries within each country are closely related to the percentages of trained workers employed.

Overall, around two out of three German workers are trained to intermediate qualifications - craft, technician, or secretarial levels - which is twice the proportion in Britain. Output per head, which has been rising more rapidly in Germany for the past 20 years, was half as much again as in Britain by 1976, the last year for which a figure is available.

Although Germany has more qualified workers in every one of the 14 industries surveyed, the balance was greatly in some, like distribution and mining it has three times as many in professional and scientific work as the UK.

The gap between the proportion of trained workers and

size of output is closer in British industry than Germany: the study's author, Professor Sigmund Prajs suggests that this may be because in some industries the Germans have more qualified workers than they need for high productivity, although they may produce better quality goods.

Shopfloor qualifications, seem to be more relevant to productivity than the proportion of graduates employed though the correlation between output and the proportion of staff with degrees is not statistically significant.

For each person in a factory with a degree level qualification there are nine with intermediate qualifications in Britain and 17 in Germany; and for each one with an intermediate qualification there are 2.4 unqualified workers in a British factory and 0.6 in a German one.

The German apprenticeship system of three years of technical school courses and on-the-job training is producing more than twice the number of craftsmen in manufacturing industry and between two and three times as many in agriculture, construction, and miscellaneous services such as catering and hairdressing, as in Britain, for other sectors the ratio is probably even higher.

The Germans are well ahead of Britain in developing courses in less skilled occupations, including the two years of study for shop assis-

tants. And although the broader coverage of the population by German vocational training might be expected to bring in a lower intellectual stratum than Britain's narrower intake, Professor Prajs says his comparisons so far suggest that the standard reached at the end of craft studies shows no great differences.

He says that the statistics on which his study are based make clear for the first time how the German educational system's emphasis on practical vocational qualifications has produced a great gap between their skill structure and ours, and points out that many other European countries are adopting similar vocational training systems to the Germans.

But Britain, he says, should not necessarily copy the Germans slavishly - their compulsory system certainly meets the needs of an advanced industrial economy but might be said to produce a needlessly over-qualified labour force with excessive training costs. The American approach, which relies on higher wages as an incentive to learn skills, should also be considered, he suggests.

Vocational Qualifications of the Labour Force in Britain and Germany, S. B. Prajs, National Institute for Economic and Social Research Review £7.00, 2 Dean Trench St., Smith Square, London SW1P 3HE.

Murray calls for cash and compulsion

Nobody will take the Government's plan for the training system seriously unless they provide a statutory framework and money, Mr Len Murray, the TUC's general secretary, said this week.

On Monday he told the annual meeting of Youthaid, the pressure group which is now closely allied with the unions in campaigning for the young unemployed and school leavers, that the TUC wanted to help modernize apprenticeship. "The challenge to us is not to scrap the apprenticeship system but to remove its weakness and build on its strengths," he said.

The Government must accept that the training system needed statutory underpinning - all the experience of the past 50 years here and of our West European competitors confirmed that it was necessary. And while extra public resources alone would not guarantee success, neither would good intentions without money to fund educational maintenance allowances, higher YOP allowances, more training in work experience schemes, and vocational preparation for young workers.

He denounced the new scheme of Government subsidies for employers who take on youngsters at less than £5 a week, which began accepting applications this week, as a fraud. "It is based on a lie," he alleged. "High wages are not the cause of youth unemployment". Last year more than two out of every five male workers under 18 were getting no more than two fifths of adult earnings, and many of them much less.

Young women were earning a little over half the adult rate, but that was because adult women in general were paid much less than men. "The real problem for young workers is not that they are being priced out of jobs but that too many of them are suffering from chronic low pay," said Mr Murray.

of the National Association of Teachers in Further and Higher Education, called on the organizations represented in Youthaid to make it as plain as they could in the few days left before the Employment Secretary's announcement that it would be disastrous to reduce the YOP allowance and compel youngsters to accept places by threatening to withdraw their supplementary benefit as was being rumoured.

"It should be made clear that this would place in jeopardy the continued cooperation of the careers service, the youth service, and of the rest of the education service," he said.

At a NATTHE conference at Sheffield on Wednesday, Mr Farley said that any move along the rumoured lines would increase alienation among young people "and unleash a tide of unrest which would make this summer's riots look like vicarious tea parties by comparison". Last minute changes were made in the draft of the Manpower Services Commissioners' recommendations reported at length in last week's *TES*, before they went to the Employment Secretary. The TUC has insisted that the commissioners should tell Mr Tebbit that they are going to present the Government with a plan for a statutory framework for training as one of the options available; and that they are going to study and report on how training as a whole could be publicly funded, and not just a vocational preparation programme for the under 19s.

The Department of Education is preparing to relinquish its already tenuous role in the management of the Unified Vocational Preparation Programme, which it has nominally shared with the MSC. Under the plan, reported last week, to expand the number of UVP places to 50,000 over the next three years, the department will confine itself to providing technical and professional advice.



The CBI's new commissioner

Miss Sonia Elkin has been appointed to serve as a member of the Manpower Services Commission. She is the Director for Smaller Firms at the Confederation of British Industry, and she replaces Mr Michael Bury, the CBI's Director of Education, Training and Technology.

Miss Elkin has been in her present post since March 1979. Before that she was Deputy Director of the Regional and Small Firms Department, when her duties included the liaison between regional organizations and headquarters, and all aspects of membership, and recruitment.

Book buying gets the chop again

by Sarah Bayliss

The number of books bought in the first nine months of 1981 was 1.3 million down on the previous year, according to the Educational Publishers Council.

Mr John Davies, director of the Council, expressed serious concern about the decline this week, particularly since it follows a drop of four million in the number of books bought last year compared with the year before that. Secondary schools bought 13 per cent less in 1981 and primaries bought 5 per cent less.

There was evidence that while spending on books accounted for less than one per cent of all school spending, it continued to be one of the first items to be cut when budgets were tight, said Mr Davies. That was in direct contradiction to the spending White Paper which said spending on books should be increased by two per cent every year up to 1984.

An EPC report on school book sending in Yorkshire and the North Midlands - covering four counties and nine metropolitan authorities - shows that the average amount spent per pupil has not kept pace with inflation over the past three years

and in Rotherham has dropped by as much as 43 per cent.

Capitation, out of which books are bought, has fallen in real terms by as much as 25 per cent over three years and is being stretched to cover more items such as first aid materials, telephone bills, school prizes and cleaning equipment.

In primary schools capitation allowances have dropped by over six per cent in real terms. Only Kirklees and Nottinghamshire have succeeded in increasing in spending power. There has been a decline in the rest: North Yorkshire, Humberside, Derbyshire, Leeds, Barnsley, Wakefield, Sheffield, Calderdale, Bradford, Rotherham, and Doncaster.

In secondary schools in the same period the average amount spent per pupil has dropped by five per cent in real terms. In five authorities capitation dropped by more than 10 per cent. Beside Kirklees and Nottinghamshire only Rotherham held the line.

Guide to Schoolbook Spending in Yorkshire and the North Midlands from The Educational Publishers Council, 19 Bedford Square, London WC1B 3JH (with s.a.e.).

Courses

The Careers Research and Advisory Centre

CRAC

1982 DAY COURSES		
INTRODUCTION TO CAREERS GUIDANCE	3 FEBRUARY	LONDON
THE USE OF INTERVIEW QUESTIONS	16 MARCH	NOTTINGHAM
DESIGNING A CAREERS EDUCATION CURRICULUM	13 MAY	LONDON
CAREERS GUIDANCE AND UNEMPLOYMENT	19 MAY	MANCHESTER
CAREERS EDUCATION IN THE CLASSROOM		
METHODS AND STYLES	8 JUNE	LONDON
TEACHING DECISION MAKING	8 JUNE	LONDON
THE SELECTION AND USE OF MATERIALS	16 JUNE	RAYFORD, HERTFORD
LONGER COURSES		
SCHOOLS, YOP AND THE NEW TRAINING INITIATIVES	5-17 FEBRUARY	STONE ROCHFORD HALL, LINCOLNSHIRE
ADMISSIONS TO HIGHER EDUCATION	5-8 APRIL	CHILTERNHAM
GETTING STARTED: FOUNDATIONS FOR A CAREERS EDUCATION PROGRAMME	5-8 JULY	DURHAM
FACTORING CHANGE: CAREERS EDUCATION AND UNEMPLOYMENT	5-8 JULY	GOVENTRY POLYTECHNIC

For further details please apply to: The Conference Office, CRAC, Salzman Street, Cambridge CB2 1LZ, or telephone 0223 56811 (after 1.1.81 944601).

S. MARTIN'S COLLEGE OF HIGHER EDUCATION

LANCASTER

One-Term SCHOOLTEACHER FELLOWSHIPS

S. Martin's College is continuing these awards, and applications are now invited for the Schoolteacher Fellowships for the Michaelmas, Lent and Summer Terms of the 1982/83 session.

Each Fellow has the opportunity to pursue a personal programme of study or research. The Fellowship is a D.E.S. Long Course approval, and the expenses of secondment are "poolable".

The Fellowships provide single resident accommodation, membership of the Senior Common Room and an allowance for expenses.

Further particulars and application forms are available from Robert Clayton, the Principal, S. Martin's College, Lancaster LA1 5JD. Completed applications forms should be returned by 11th January 1982.

MYTHE COLLEGE OF HYPNOSIS AND PSYCHOTHERAPY

Re-train for a new career or study the latest in professional guidelines.

Practitioners in Hypnotherapy and Psychotherapy are in demand. Join Mythe College and become a professional hypnotherapist. We have established in previous years. Wednesday day courses in LONDON and CHESTER. Send stamp for details and College Prospectus to: The Secretary, (Students Enquiries) 168, Broadmead Rd, Worcester, W.C1B 3JW.

1982

The 1982 Special Index List will be available shortly. For your copy please write to: John Labrook, Advertisement Manager, The Times Educational Supplement, P.O. Box 7, 200, Gray's Inn Road, London WC1X 9EZ.

HERTFORDSHIRE SOCIAL SERVICES

Fostering

I am female and I am ten years old. I have lived in a children's home since I was 4 1/2 years old and now I would like to be part of a family. I have been attending a special school. I am blond, blue eyed, bolderous and can be difficult. I like my cuddles, Liverpool football team, swimming, roller skating and pop music. My social worker says I would be a challenge. If you have got space for me, please telephone Wendy my social worker on very telephone 58186 ext. 41.

Most of Lane, a 10.

CAA LICENCE 13696 CONT RAIL ACCREDITED AGENTS FIYTO

Letters

Evaluation an integral part of a teacher's development

Sir, - I wish to comment on Maurice Holt's Platform article (November 20) by highlighting the necessary relationship that exists between support for teachers and the evaluation of their performance. We as teachers, and the schools in which we teach, have a lot to gain from the mutual support and encouragement of our colleagues.

Simply, teachers gain support through three areas:-

a) A rather intangible and general understanding and appreciation of other teachers' ability and efforts, and an awareness that those efforts are all pulling in the same direction.

b) The rather more specific guidance, help and advice that a teacher will receive (and give) within a department, faculty or team.

c) The similar support the teacher will receive within the pastoral/guidance system.

(b) and (c) could, and should be closely coordinated).

In all these areas, evaluation of performance would appear to be an integral part, since any teacher will be unaware of his own or others' relative success with certain teaching materials, group learning, use of resources and many other daily situations, unless some assessment or evaluation of those situations occurs. I would agree that it is an error to exalt "evaluation" into a separate activity, but for it not to be an integral part of our development seems to be as great an error.

RICHARD SMITH
Assistant Head,
Waltheof Campus,
Beaumont Close, Sheffield.

Sir, - Maurice Holt's attack upon evaluation and accountability contains some valuable insights. His warnings about the reductionism

underlying so much testing and profiling deserve to be heeded, and the crude and simplistic attempts to impose external value judgments on schools by means of self-evaluation checklists and guidelines emanating from the town halls should be - and are being - resisted.

However, in going on to swipe indiscriminately at all forms of self-evaluation, Holt reveals that he has misunderstood the impetus behind much of the growing concern for school-based self-evaluation. This is a very different beast from the ogre portrayed by Holt.

It focuses upon the school's development, not on judgmental performance accountability. It arises from a professionalism amongst teachers, which recognizes that evaluation is an intrinsic part of a teacher's activities. All teachers evaluate informally the activities of their pupils, colleagues, head teachers and the external agencies serving the school.

Effective self-evaluation highlights and formalizes, to some extent, the resultant perceptions. It goes on to ask about the validity of such perceptions, the values underlying them and their impact upon the processes of decision-making in the school. Rather than, as Holt claims, leaving aside value issues, self-evaluation is centrally about such issues.

Furthermore, whole-school evaluation recognizes that a school's development requires more than curriculum development. It is concerned with the effectiveness of the school's management processes, its political structures, the development of its teaching and non-teaching staff, relationships with its environment, and the perceptions of its pupils. Holt seems to think that evaluation is an alternative to curriculum development. Of course it isn't. Curriculum development is a part, and a consequence, of self-evaluation.

The critical test of any self-evaluation process is the identification of direct benefits for the pupils. Already, teachers are beginning to recognise such benefits from their investment of time and effort in the careful evaluation of their own school.

LYN GRAY
Senior Lecturer,
Education Management Division,
Anglian Regional Management Centre,
Duncan House, High Street, Stratford.

Sir, - Few of us would dispute Maurice Holt's warning against the dangers of excessive addition to evaluation. Evaluation and self-evaluation are not merely "poor substitutes" for curriculum development, they are in fact no substitute at all.

But how many of us regard evaluation as a substitute? Evaluation and curriculum development must go hand in hand: it is essential to test the validity and the feasibility of each new development before it can be incorporated in the curriculum and further development undertaken.

Undoubtedly, "using an X-ray to discover tuberculosis will do nothing to effect a cure": X-rays are not limited to the confirmation of tuberculosis, however, but are used as a means of evaluating all sorts of health conditions and a very necessary pre-requisite to decisions on treatment.

As with our state of health, so with curriculum development. Any area of the curriculum, whether new or old, is dependent on the teacher as the medium for transmitting it to his students; and teacher performance is a very significant factor in deciding whether what is desired is being achieved.

Because of the complexity of "the sub-conscious acts which constitute effective teaching" teacher performance is difficult to evaluate and, as

curriculum development. It is concerned with the effectiveness of the school's management processes, its political structures, the development of its teaching and non-teaching staff, relationships with its environment, and the perceptions of its pupils. Holt seems to think that evaluation is an alternative to curriculum development. Of course it isn't. Curriculum development is a part, and a consequence, of self-evaluation.

The critical test of any self-evaluation process is the identification of direct benefits for the pupils. Already, teachers are beginning to recognise such benefits from their investment of time and effort in the careful evaluation of their own school.

LYN GRAY
Senior Lecturer,
Education Management Division,
Anglian Regional Management Centre,
Duncan House, High Street, Stratford.

Sir, - Few of us would dispute Maurice Holt's warning against the dangers of excessive addition to evaluation. Evaluation and self-evaluation are not merely "poor substitutes" for curriculum development, they are in fact no substitute at all.

But how many of us regard evaluation as a substitute? Evaluation and curriculum development must go hand in hand: it is essential to test the validity and the feasibility of each new development before it can be incorporated in the curriculum and further development undertaken.

Undoubtedly, "using an X-ray to discover tuberculosis will do nothing to effect a cure": X-rays are not limited to the confirmation of tuberculosis, however, but are used as a means of evaluating all sorts of health conditions and a very necessary pre-requisite to decisions on treatment.

As with our state of health, so with curriculum development. Any area of the curriculum, whether new or old, is dependent on the teacher as the medium for transmitting it to his students; and teacher performance is a very significant factor in deciding whether what is desired is being achieved.

Because of the complexity of "the sub-conscious acts which constitute effective teaching" teacher performance is difficult to evaluate and, as

Maurice rightly points out, self-evaluation may well lead to teacher self-consciousness; but it may well also lead to teacher self-awareness, and that must surely be a step in the right direction.

The trouble is that we seem to know what we are looking for but not how to define and assess it. The quintessential quality of the good teacher must surely be the capacity to open children's eyes to new ideas, new interests, new concepts, new wonders, with an enthusiasm that is totally infectious.

It is difficult to identify the criteria by which we can measure this; but we must keep searching for these criteria if we are ever to escape from the traditional ones of "His classes are always well controlled", "His examination results are always good", "His marking is always up-to-date", so highly favoured by headmasters, inspectors, parents and even many students themselves.

It is how the good teachers create and impart this enthusiasm that brings to life a curriculum that would otherwise lie dormant. Our tools for evaluating teacher performance may still be crude and imperfect; at present we seem to have little more than an intuitive judgement with which to identify the good, the bad and the indifferent teacher.

A. M. McMURRY
Principal,
Hind Leys College,
Forest Street,
Shephed, Loughborough.

Sir, - Maurice Holt's article on accountability (November 20) usefully demonstrates how the presentation of a proposition can negate the proposition - rather like the Elephant Man singing, *I Feel Pretty*. In Mr Holt's attack on self appraisal he indicated very clearly that his own writing would benefit from the activity he seeks to condemn.

Mr Holt is right to caution against an over-dependence on the artifices of testing, but he would serve his cause better if he dignified the advocates of evaluation more. In his eyes those subscribing to evaluation are a clutch of the simple minded, anxious to force a set of value judgments vertically down the throats of the teaching profession whilst reducing all pupils to a ten item, five point print out - presumably to facilitate the recruitment procedures of BL.

Undoubtedly, "using an X-ray to discover tuberculosis will do nothing to effect a cure": X-rays are not limited to the confirmation of tuberculosis, however, but are used as a means of evaluating all sorts of health conditions and a very necessary pre-requisite to decisions on treatment.

As with our state of health, so with curriculum development. Any area of the curriculum, whether new or old, is dependent on the teacher as the medium for transmitting it to his students; and teacher performance is a very significant factor in deciding whether what is desired is being achieved.

Because of the complexity of "the sub-conscious acts which constitute effective teaching" teacher performance is difficult to evaluate and, as

learn to read in school, in the ordinary class with the ordinary teacher, appears to be the way advocated at the Dyslexia Institutes, at the various hospital dyslexia clinics, at the university centres for specific learning disabilities (at Bangor, Aston, Cambridge, Southampton to name a few). There are a good many psychologists, educational and otherwise, connected with these institutions. Does Miss Whittaker speak for the entire group? I think not, I hope not.

Dyslexia as a word, as a concept, as a way of looking at learning problems (all it specific reading, and spelling disability if you like) is far from dead either here in England or in the United States, Australia and wherever educated people are interested in the problems facing the teacher and the learner.

DORIS B. KELLY
Reading Consultant for the Orthopaedic Research Project,
Royal Berkshire Hospital,
Reading Road,
Reading.

Sir, - Your correspondent Mrs E. M. Whittaker appears to be unaware of the extensive published literature which has established unequivocally that some children have difficulties in learning to read which are out of all proportion to their intelligence; and which are not overcome by ordinary classroom teaching. The name of this condition is immaterial. Rutter and Yule preferred to call it "specific reading retardation", but "dyslexia" is shorter. Nor is the precise borderline between it and less severe and more amenable reading difficulty of great importance.

What is uncontroversial is that children suffering from this condition do not learn to read normally unless they are given special remedial teaching, usually over a long period of time. The existing educational services have often been unwilling or unable to provide such teaching. Hence the value of the services promoted by the Dyslexia Institute. They merit every help and encouragement.

M. D. VERNON
Professor Emeritus,
University of Reading,
Hon Fellow,
British Psychological Society.

The most effective way of teaching these children who cannot seem to

The whole process of evaluation, be it self-evaluation or otherwise, capable of a far greater degree of sensitivity and refinement than Mr Holt would have us believe, and does not necessarily betoken the replacement of trust by doubt - though it might. But by attacking the rise of the evaluative with the phrase "feast of accountability" celebrates the death of trust! Mr Holt drives a stake through the heart of his argument - surely that sentence is a direct quote from the lips of Ricard Nixon?

G. MOTT,
73 Templars Avenue,
London NW11

Sir, - Hasn't Maurice Holt overlooked as essential, virtue of self evaluation as a step towards curriculum development? Evaluation and self evaluation are not "poor substitutes" for an adequate programme of curriculum based curriculum development" but intrinsic parts of it.

Teachers, like everyone else, need reasons for change and without an honest, probing look at what they are doing and how effectively they are doing it, can easily suppose change is something other people might want but they do not need. As Mr Holt well knows because he was involved in it, when we carried out a self-evaluation exercise at Emsall School, St Neots, where I taught previously, the chief benefit lay in the impetus it gave all members of staff to look critically at their objectives and methods as well as performances. Arguably, of course, teachers should be doing that all the time but they do not, which makes an exercise of that kind doubly valuable. It has a further virtue in the way it strengthens respect and tolerance among fellow professionals - providing it is set up properly.

And there, I think, is the crux of the matter: evaluation and accountability are only contingently, not necessarily, connected. So that while I agree with Maurice Holt that accountability to people and bodies outside the school can damage the health of the curriculum as well as of teachers, to dismiss self evaluation on the same grounds is to confuse diagnosis and cure. To use his own example, using an X-ray to discover tuberculosis will do nothing to effect a cure but it may hasten the application of treatment in a way that complaining vaguely of pains in the chest would not.

By all means keep the "evaluative" out of schools but not thereby let teachers think that "evaluation" is itself a dirty word.

MIKE FIELDING,
Assistant Head,
Herries School,
Penrith Road,
Sheffield.

Sir, - Your correspondent Mrs E. M. Whittaker appears to be unaware of the extensive published literature which has established unequivocally that some children have difficulties in learning to read which are out of all proportion to their intelligence; and which are not overcome by ordinary classroom teaching. The name of this condition is immaterial. Rutter and Yule preferred to call it "specific reading retardation", but "dyslexia" is shorter. Nor is the precise borderline between it and less severe and more amenable reading difficulty of great importance.

What is uncontroversial is that children suffering from this condition do not learn to read normally unless they are given special remedial teaching, usually over a long period of time. The existing educational services have often been unwilling or unable to provide such teaching. Hence the value of the services promoted by the Dyslexia Institute. They merit every help and encouragement.

M. D. VERNON
Professor Emeritus,
University of Reading,
Hon Fellow,
British Psychological Society.

The most effective way of teaching these children who cannot seem to

Middle side

Sir, - Your columns have recently reminded your readers of the future of middle schools. They are not of a political group, but they deserve a fair hearing from your readers. This means that they should be dispassionately investigated. Whatever happens, on whatever economic or administrative grounds, it is unjustifiable to resume 11-plus transfer with a sigh of relief, as though this were a basic law of nature which we need no longer bother to question.

The Middle Schools Research Group exists to promote scholarly enquiry into middle schools of all ages. It sponsored the definitive volume edited by Hargreaves and Tickle, to which we, together with most of the active investigators into middle schools, contributed, and which your correspondent Bob Doe helpfully reported. The group, made of whose members have studied the establishment of middle schools in different parts of the country, intends to monitor with equal vigilance any proposals that may be made to disestablish them, and actively to scrutinize the consequences, including those that may now be fashionable to overlook.

If any of your readers who are actively engaged in research on middle schools, or who are now aware of the value of research as a means of understanding what middle schools can offer, would like to contact the Middle Schools Research Group, they are encouraged to write to information to the Hon. Secretary, Dr Dennis Warwick, Department of Sociology, The University, Leeds, LS2 9JT.

ALAN BLYTH,
RAY DERRICOTT,
School of Education,
University of Liverpool.

Harsh critique
Sir, - It is 11 years' existence the School Council Geography for the Young School Leaver (GYSL) Project has had its fair share of detractors, although they have been outnumbered by enthusiastic supporters. Nevertheless every criticism needs to be listened to and considered carefully. We should therefore like to respond to Dawn Gill's critique of the project, which was reprinted in the November 6 issue of the TES.

All curricula are provisional and incomplete and must remain open to the influences within the discipline, the profession and society. We therefore welcome the critique and hope that all GYSL teachers will see it as part of the continuing review, modification and renewal of the project's aims and materials.

However, Ms Gill's observations relate to ideas and materials devised in the early 1970s, and reflect the preoccupations of geographers at that time. Those colleagues, including teachers from some 45 schools, who were concerned with the production of the original material are now well aware of its shortcomings. We got some of it right and some of it wrong. The perfect science of geography was not available to us at the time.

But that was a decade ago and the project team (which includes all the teachers from the 40 per cent of United Kingdom schools involved in GYSL) has since then continually reviewed its ideas and materials. There are dozens of GYSL CSE and one-examination courses, the details of which reflect teacher rejection, modification and replacement of some of the original materials. Replacement has taken many forms, for example a wide variety of printed resources and local radio and television series relating to the themes of GYSL.

Recently, there has been a revision of the GCE O level scheme ODA project has this month published new materials. Both these curriculum developments emphasize the social responsibility of the geographer and focus on, for example, social inequality and social well-being. These issues have always been central to GYSL philosophy. Ms

Gill's charge "that the course fosters unquestioning acceptance of the status quo" is particularly harsh on a project which has continually stressed the importance of the affective area of the curriculum.

The recent GYSL initiatives will in their turn be criticized and modified. We would be very disappointed if this did not happen, but earnestly hope that any future critique will be constructive as well as destructive. TREVOR HIGGINBOTTOM,
MELVYN JONES,
GYSL Project Honorary Co-Directors,
Centre for Geography and Environmental Study,
51 Broomgrove Road,
Sheffield.

Harsh critique
Sir, - It is 11 years' existence the School Council Geography for the Young School Leaver (GYSL) Project has had its fair share of detractors, although they have been outnumbered by enthusiastic supporters. Nevertheless every criticism needs to be listened to and considered carefully. We should therefore like to respond to Dawn Gill's critique of the project, which was reprinted in the November 6 issue of the TES.

All curricula are provisional and incomplete and must remain open to the influences within the discipline, the profession and society. We therefore welcome the critique and hope that all GYSL teachers will see it as part of the continuing review, modification and renewal of the project's aims and materials.

However, Ms Gill's observations relate to ideas and materials devised in the early 1970s, and reflect the preoccupations of geographers at that time. Those colleagues, including teachers from some 45 schools, who were concerned with the production of the original material are now well aware of its shortcomings. We got some of it right and some of it wrong. The perfect science of geography was not available to us at the time.

But that was a decade ago and the project team (which includes all the teachers from the 40 per cent of United Kingdom schools involved in GYSL) has since then continually reviewed its ideas and materials. There are dozens of GYSL CSE and one-examination courses, the details of which reflect teacher rejection, modification and replacement of some of the original materials. Replacement has taken many forms, for example a wide variety of printed resources and local radio and television series relating to the themes of GYSL.

Recently, there has been a revision of the GCE O level scheme ODA project has this month published new materials. Both these curriculum developments emphasize the social responsibility of the geographer and focus on, for example, social inequality and social well-being. These issues have always been central to GYSL philosophy. Ms

Gill's charge "that the course fosters unquestioning acceptance of the status quo" is particularly harsh on a project which has continually stressed the importance of the affective area of the curriculum.

The recent GYSL initiatives will in their turn be criticized and modified. We would be very disappointed if this did not happen, but earnestly hope that any future critique will be constructive as well as destructive. TREVOR HIGGINBOTTOM,
MELVYN JONES,
GYSL Project Honorary Co-Directors,
Centre for Geography and Environmental Study,
51 Broomgrove Road,
Sheffield.

Harsh critique
Sir, - It is 11 years' existence the School Council Geography for the Young School Leaver (GYSL) Project has had its fair share of detractors, although they have been outnumbered by enthusiastic supporters. Nevertheless every criticism needs to be listened to and considered carefully. We should therefore like to respond to Dawn Gill's critique of the project, which was reprinted in the November 6 issue of the TES.

All curricula are provisional and incomplete and must remain open to the influences within the discipline, the profession and society. We therefore welcome the critique and hope that all GYSL teachers will see it as part of the continuing review, modification and renewal of the project's aims and materials.

However, Ms Gill's observations relate to ideas and materials devised in the early 1970s, and reflect the preoccupations of geographers at that time. Those colleagues, including teachers from some 45 schools, who were concerned with the production of the original material are now well aware of its shortcomings. We got some of it right and some of it wrong. The perfect science of geography was not available to us at the time.

But that was a decade ago and the project team (which includes all the teachers from the 40 per cent of United Kingdom schools involved in GYSL) has since then continually reviewed its ideas and materials. There are dozens of GYSL CSE and one-examination courses, the details of which reflect teacher rejection, modification and replacement of some of the original materials. Replacement has taken many forms, for example a wide variety of printed resources and local radio and television series relating to the themes of GYSL.

Recently, there has been a revision of the GCE O level scheme ODA project has this month published new materials. Both these curriculum developments emphasize the social responsibility of the geographer and focus on, for example, social inequality and social well-being. These issues have always been central to GYSL philosophy. Ms

Gill's charge "that the course fosters unquestioning acceptance of the status quo" is particularly harsh on a project which has continually stressed the importance of the affective area of the curriculum.

The recent GYSL initiatives will in their turn be criticized and modified. We would be very disappointed if this did not happen, but earnestly hope that any future critique will be constructive as well as destructive. TREVOR HIGGINBOTTOM,
MELVYN JONES,
GYSL Project Honorary Co-Directors,
Centre for Geography and Environmental Study,
51 Broomgrove Road,
Sheffield.

Harsh critique
Sir, - It is 11 years' existence the School Council Geography for the Young School Leaver (GYSL) Project has had its fair share of detractors, although they have been outnumbered by enthusiastic supporters. Nevertheless every criticism needs to be listened to and considered carefully. We should therefore like to respond to Dawn Gill's critique of the project, which was reprinted in the November 6 issue of the TES.

All this and teaching, too - wonderful

Sir, - I read the article by Richard Garner "When breaking point comes to a head" (November 20). I'm still not sure if he was writing with tongue in cheek - yes he must have been!

Mr Buckingham should be enjoying the life of Riley in Chesham Bois 115 pupils - seven teachers - 16.4 pupils per class, with himself free!

Mr Whiting, who laments the fact that 99.9 per cent of his pupils are from working class backgrounds, that he is asked to take precautions against vandalism, that he is asked to be aware of the requirements of the Health and Safety Act - surely these aren't demands which one feels at gut-level day in day out.

Stand back, look at our jobs objectively, remember that you can work with children, work with teachers, become involved with parents, involve the support services - you can even teach!

Get out, start taking exercise, approach your job with vim and vigour. You've got wonderful jobs Mr Buckingham and Mr Whiting - and so have I.

J. S. LEWIS,
Headmaster,
Lynch Hill C. Middle School,
Garrard Road, Britwell, Slough.

Gill's charge "that the course fosters unquestioning acceptance of the status quo" is particularly harsh on a project which has continually stressed the importance of the affective area of the curriculum.

The recent GYSL initiatives will in their turn be criticized and modified. We would be very disappointed if this did not happen, but earnestly hope that any future critique will be constructive as well as destructive. TREVOR HIGGINBOTTOM,
MELVYN JONES,
GYSL Project Honorary Co-Directors,
Centre for Geography and Environmental Study,
51 Broomgrove Road,
Sheffield.

Harsh critique
Sir, - It is 11 years' existence the School Council Geography for the Young School Leaver (GYSL) Project has had its fair share of detractors, although they have been outnumbered by enthusiastic supporters. Nevertheless every criticism needs to be listened to and considered carefully. We should therefore like to respond to Dawn Gill's critique of the project, which was reprinted in the November 6 issue of the TES.

All curricula are provisional and incomplete and must remain open to the influences within the discipline, the profession and society. We therefore welcome the critique and hope that all GYSL teachers will see it as part of the continuing review, modification and renewal of the project's aims and materials.

However, Ms Gill's observations relate to ideas and materials devised in the early 1970s, and reflect the preoccupations of geographers at that time. Those colleagues, including teachers from some 45 schools, who were concerned with the production of the original material are now well aware of its shortcomings. We got some of it right and some of it wrong. The perfect science of geography was not available to us at the time.

But that was a decade ago and the project team (which includes all the teachers from the 40 per cent of United Kingdom schools involved in GYSL) has since then continually reviewed its ideas and materials. There are dozens of GYSL CSE and one-examination courses, the details of which reflect teacher rejection, modification and replacement of some of the original materials. Replacement has taken many forms, for example a wide variety of printed resources and local radio and television series relating to the themes of GYSL.

Recently, there has been a revision of the GCE O level scheme ODA project has this month published new materials. Both these curriculum developments emphasize the social responsibility of the geographer and focus on, for example, social inequality and social well-being. These issues have always been central to GYSL philosophy. Ms

Gill's charge "that the course fosters unquestioning acceptance of the status quo" is particularly harsh on a project which has continually stressed the importance of the affective area of the curriculum.

The recent GYSL initiatives will in their turn be criticized and modified. We would be very disappointed if this did not happen, but earnestly hope that any future critique will be constructive as well as destructive. TREVOR HIGGINBOTTOM,
MELVYN JONES,
GYSL Project Honorary Co-Directors,
Centre for Geography and Environmental Study,
51 Broomgrove Road,
Sheffield.

Harsh critique
Sir, - It is 11 years' existence the School Council Geography for the Young School Leaver (GYSL) Project has had its fair share of detractors, although they have been outnumbered by enthusiastic supporters. Nevertheless every criticism needs to be listened to and considered carefully. We should therefore like to respond to Dawn Gill's critique of the project, which was reprinted in the November 6 issue of the TES.

All curricula are provisional and incomplete and must remain open to the influences within the discipline, the profession and society. We therefore welcome the critique and hope that all GYSL teachers will see it as part of the continuing review, modification and renewal of the project's aims and materials.

However, Ms Gill's observations relate to ideas and materials devised in the early 1970s, and reflect the preoccupations of geographers at that time. Those colleagues, including teachers from some 45 schools, who were concerned with the production of the original material are now well aware of its shortcomings. We got some of it right and some of it wrong. The perfect science of geography was not available to us at the time.

But that was a decade ago and the project team (which includes all the teachers from the 40 per cent of United Kingdom schools involved in GYSL) has since then continually reviewed its ideas and materials. There are dozens of GYSL CSE and one-examination courses, the details of which reflect teacher rejection, modification and replacement of some of the original materials. Replacement has taken many forms, for example a wide variety of printed resources and local radio and television series relating to the themes of GYSL.

Recently, there has been a revision of the GCE O level scheme ODA project has this month published new materials. Both these curriculum developments emphasize the social responsibility of the geographer and focus on, for example, social inequality and social well-being. These issues have always been central to GYSL philosophy. Ms

Gill's charge "that the course fosters unquestioning acceptance of the status quo" is particularly harsh on a project which has continually stressed the importance of the affective area of the curriculum.

The recent GYSL initiatives will in their turn be criticized and modified. We would be very disappointed if this did not happen, but earnestly hope that any future critique will be constructive as well as destructive. TREVOR HIGGINBOTTOM,
MELVYN JONES,
GYSL Project Honorary Co-Directors,
Centre for Geography and Environmental Study,
51 Broomgrove Road,
Sheffield.

Harsh critique
Sir, - It is 11 years' existence the School Council Geography for the Young School Leaver (GYSL) Project has had its fair share of detractors, although they have been outnumbered by enthusiastic supporters. Nevertheless every criticism needs to be listened to and considered carefully. We should therefore like to respond to Dawn Gill's critique of the project, which was reprinted in the November 6 issue of the TES.

All curricula are provisional and incomplete and must remain open to the influences within the discipline, the profession and society. We therefore welcome the critique and hope that all GYSL teachers will see it as part of the continuing review, modification and renewal of the project's aims and materials.

However, Ms Gill's observations relate to ideas and materials devised in the early 1970s, and reflect the preoccupations of geographers at that time. Those colleagues, including teachers from some 45 schools, who were concerned with the production of the original material are now well aware of its shortcomings. We got some of it right and some of it wrong. The perfect science of geography was not available to us at the time.

But that was a decade ago and the project team (which includes all the teachers from the 40 per cent of United Kingdom schools involved in GYSL) has since then continually reviewed its ideas and materials. There are dozens of GYSL CSE and one-examination courses, the details of which reflect teacher rejection, modification and replacement of some of the original materials. Replacement has taken many forms, for example a wide variety of printed resources and local radio and television series relating to the themes of GYSL.

Sir, - Perhaps Mr Barry Whiting ought to retire. He is obviously unable to cope with statistics since "his school has just over 200 pupils - 99.9 per cent from the working class".

Which portion of the one pupil is not working class - or is it evenly spread over all 200?

MICHAEL K. GILFORD,
Brooklands Technical College,
Heath Road,
Weybridge.

Sir, - I know papers, even *The TES* thrive on cases. However, I hope the two chosen to illustrate the article on "When breaking point comes to a head" are not typical.

Of course, the nature of headship has changed. The emphasis has shifted from the excitement of expansion, curriculum development, and innovation to a dire struggle to maintain what we have built up in the past. But this change does not undermine the fundamental nature of headship.

Pupils have not changed, and remain the main purpose in our work. Increasing demands are imposed on the time and energy of colleagues, but the deep satisfaction of supporting and of working with them remains.

It is in these times that the leadership (or should I write management?) of heads is tested. There should be an excitement and a fulfilment in giving a sense of purpose to staff and pupils in days of difficulty as well as in times of plenty.

W. S. BUNNELL
Headmaster,
Queens' School, Bushey, Herts.

Sir, - I write in some astonishment. If it was April 1, I would have accepted the article "When breaking point comes to a head" as a joke. As one who teaches in a lively, cheerful, successful comprehensive school, I regard it as an insult to my colleagues and many like them, who in a time of educational crisis work hard to maintain educational standards. Lock up - wipe a few tables - and actually perhaps have to teach - act as safety net. I weep for Mr Buckingham. Can I point out some of his advantages. He is a head in a favoured area - with plenty of parental support, not too many children, and a secure future.

Swap places Mr Buckingham with the colleagues I have been fortunate enough to work with in the city and you might know what hard work and stress is all about.

JOHN LIGHT,
Deputy head,
Northfield School,
Northfield, Birmingham.

Sir, - I hope you will allow me to reply to some of the criticisms levelled at *The TES*, the Socialist Educational Association and myself by Martin Follitt in his muddled letter (November 20) about our protest at Bloxham School.

We are accused of "deliberately musing in on the newsworthiness of the occasion"; and *The TES* of "allowing itself to be exploited". In fact it was only the presence of the protesters which made the event newsworthy. Perhaps *The TES*, in printing the report, merely acknowledge that a questioning of the morality of private education is of national interest; whereas the opening of a new house in a small school in a North Oxfordshire village is not.

Although Mr Follitt claims to welcome debate on the role of independent education, his letter does nothing to counter the moral arguments against private schools in that they are socially divisive, enshrining privilege for the few at the expense of the many. He ignores the growing realization of this fact by many people, not only SEA members.

I am an ex-pupil of Bloxham School, and therefore in a position to understand the effects of this kind of elitist education. My own four children, I am happy to say, attend the local state schools where they are developing into well-balanced individuals, actively contributing to that wider community.

"Having fought hard to keep our school separate or open, staff and governors have suddenly to switch to unbridled enthusiasm for another school."

The school population will, in many areas, all but halve during the eighties. That comment from one disgruntled teacher highlights a major hurdle in accommodating the system to this inexorable fact. For many local education administrators maintain that it is precisely what they must do if a success is to be made in reducing the number of schools.

However, the same officials share with teachers a reluctance to talk openly about the problems. Several would only discuss them anonymously, or not at all. Few were confident enough to offer guidelines for a successful merger. How then are secondary schools coping with merger? "The main problem - even now - has been to persuade teachers and parents that falling rolls is not a conspiracy or a figment of our imagination," one county education officer said. It was a frequent comment across the authorities. In turn, the L.E.A.s have to ensure they provide the conditions for successful mergers.

But what are they? For it is clear that ground rules for handling contraction tend to be flexible until an L.E.A. has cut its teeth on a few mergers. None the less, four major tasks demand some advance planning and firm decision so everyone knows what should happen, when and how: reorganizing the governing bodies, appointing new heads, redeploying and appointing staff, keeping contracting schools viable (largely protecting the curriculum) until the merger goes through.

Outside basic legal requirements, authorities differ in how they tackle these administrative and human problems. For example, some form new joint or "shadow" governing bodies to prepare for the merged school and to appoint a new head and staff; others rely on the existing bodies or set up special appointing panels of officials and councillors. With a three rather than two school merger, the Inner London Education Authority, for example, sets up an advisory committee rather than a joint governing body, which is too unwieldy.

Most L.E.A.s have established a code of protection for staff, such as closed competition for new posts, equal-status posts in administration, protected salaries, inducements for early retirement. A few still allow candidates to apply from other L.E.A.s, notably in the case of headships.

The most common arrangement for headships is: the existing heads of the merging schools have first consideration; then displaced heads from other schools in the authority can be added to the shortlist. Only after that can "outsider" heads be considered. Much depends on the appointing governors - for example, if two heads of a triple-merger are to retire, the governors can recommend the automatic appointment of the third head.

When schools merge, one invariably feels the underdog. It might be the smaller school, already reeling from a dramatic fall in numbers, or it may be low in the local pecking order of preferred schools. Some fall victim to crass behaviour. One deputy head recalls: "We had an official round early on about repainting. He said it wasn't worth it, as we'd probably vacate the site." And other local schools act like vultures. "They phone up and ask if we can pass on pieces of equipment as we shut down." So morale is, throughout, of prime concern.

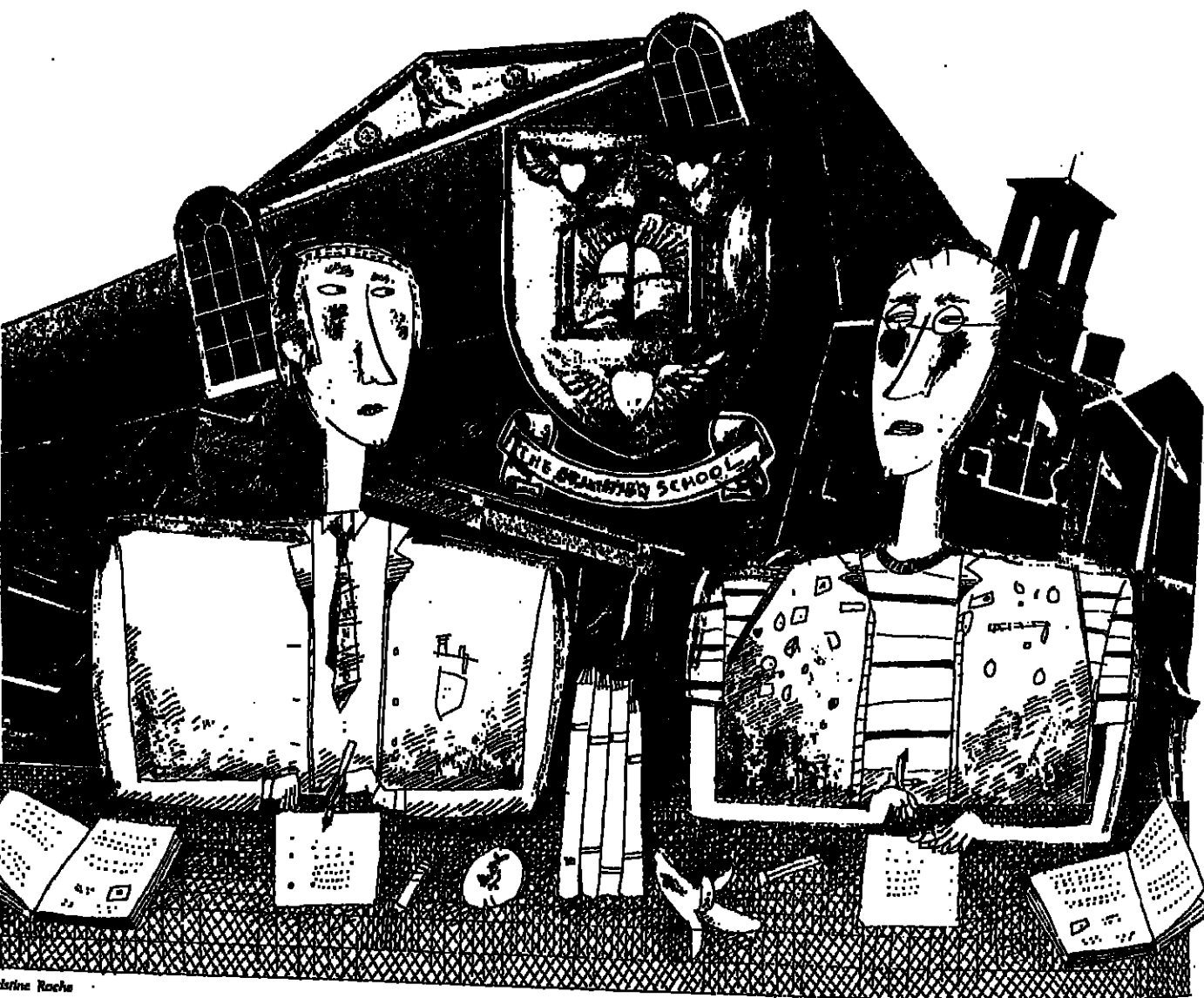
Often the more powerful school - and the preferred site for the merger - can resent having to be "a lifeboat" for its weaker neighbours. A deputy head of one doomed school said: "Old bones get dug up. Schools get viewed again in their pre-comprehensive guise. Governors say, privately of course, that they don't want to take in the old sec mod."

Even the new school's name becomes an emotive focus for anxieties and prejudice. Sensibly, and ironically, most L.E.A.s consult widely on this - usually the most democratic part of the merger process. Much of this is insecurity about the future. And while the local authority has to handle the long-term merger package, the head remains the pivotal figure as it is being put together.

Donald Frith, general secretary of the Secondary Heads Association, says: "The new head should be appointed as soon as possible and given as much elbow room as possible." That does not often happen. First, a new governing body has to be formed - either a joint body of all the schools in the merger, or a "shadow" group specifically to handle merger matters.

One county authority found extra trouble for itself in its governors' constitution. Only

Pioneers in uncharted territory



Christine Roche

the governors of the school, housing the merger can pick the new head. Cries of unfair were not wholly assuaged by a compromise of adding two county councillors, linked with the unrepresented school, to the interviewing panel.

It is clear that in the instability of a school merger, teachers and parents are homing in on the governing body as a hoped-for source of security and fair play. It is not always so. On one level, a few insensitive appointments can be seen as a major disaster, especially if the new staff has still to be chosen. It becomes harder to counter the feeling that governors will stand by their own school's teachers.

Evidence is also growing that local political parties see governing bodies as a useful power base to influence these schools. For example, ILEA has altered a previous agreement to give new governing bodies of currently merging, or just merged schools, a four-year run. They must now reconstitute in order to get the political complexion right. The schools themselves have mixed feelings: those with successful new bodies resent the extra upheaval; others are glad of another fresh start.

Appointing the new head usually turns out less of a problem than what comes after. The first job is to plan, discuss and approve the staffing structure fast. For Margaret Mann, head of the new Highbury Fields merger in agreement with two sets of staff, the governing body and L.E.A. advisers was two weeks. "It was very difficult - any change was seen as a threat," Helen Dance, heading Islington's new George Orwell school, had to produce 3 plans

- the first was rejected by the teachers, the second by the governors. Neither was a bad plan; there was just no time for people to absorb them properly.

Many heads regretted that the rush to merger meant not enough discussion was possible with the L.E.A. advisers - some subject advisers were not consulted at all. Certainly, ground rules for the staffing structure process were noticeably absent. It got squeezed between the often protracted restocking of governing bodies and getting the schools operating as a single merged unit.

Staff numbers and scale points have to be juggled and enough flexibility built in to deal with several further years of contraction. Pressure of time tends to squeeze out innovative measures. Compromises are made over departmental or faculty structures. Some decisions are left for later, when calm is restored and the new school is on the road.

Every head spoke of "the tremendous strain of running the existing schools and organizing the amalgamation". Many say they should be allowed to concentrate solely on the new school, with an extra senior teacher drafted in. Margaret Mann: "There are long weeks when nothing can happen; then it all has to be done at the same time."

One occasional problem is the reaction of the head of a merging school who did not get the new job. Some refuse all further help. Merger meetings between the staffs are repulsive and unsatisfactory. Often the local education officer must act as go-between. L.E.A.s are becoming conscious that the mer-

School mergers can provoke anxiety, despair and tremendous ill-will amongst teachers and parents. How are local authorities tackling this delicate and emotive issue?

Rick Rogers surveys the battleground

readiness to believe the wildest rumour". In some respects, it pays to be among the first mergers. L.E.A.s are more generous with time, finance and support. As one administrator said: "We have to get the first one right."

One northern L.E.A. operates a "non-competitive" scheme for new posts. Every teacher is interviewed "to discuss how they see themselves fitting in. There are no interviews as such, but there is an appeals procedure. It is all done by negotiation rather than competition." To help soak up the teacher "surplus", new posts in liaison and curriculum review and development are being developed. To some, it is still the iron fist in the velvet glove.

ILEA does it the conventional way - and tries to let people down gently. Helen Dance says: "All the results were made known at the end of the interviewing period on the last day of the half-term. Some were very hurt and hurt, but at least the break helped both sides absorb the decisions. It was very well managed." But some provincial heads admit that an unreasonable timetable for appointing staff has led to "some unfortunate late-night decisions".

For L.E.A.s, the main job is to protect the curriculum in all the affected schools. One district education officer said: "That's not just a question of numbers, but who can teach what. Staff now have to be less specialized." Taking the hint, some teachers are going to evening classes to widen their appeal.

Redeployment becomes a delicate game. Key teachers are persuaded to stay at a school for closure with the promise of preferential treatment for subsequent posts; appointments are held back to wait for the right candidate to become free. Delays in decisions about a school's future can mean valuable department heads, wanting certainty, jumping the gun and finding jobs elsewhere. Said one head: "The halt and the lame hang on like gun death."

Dr Donald Frith warns of painful repercussions "if the impression is given that heads are directly nominating teachers for redeployment, with the implication that they are using the opportunity to rid themselves of those whom they consider to be ineffective or troublesome." And the National Association of Head Teachers adds: "There is evidence that some appointing panels have treated with reserve and suspicion head teachers who have been automatically placed on short lists because their school is facing closure."

At this stage, parents too are after reassurance - of no disruption or loss of opportunity for their children. The pupils often know little of the dramas being played out in staffrooms and governors' meetings. "We get the occasional comments," one teacher said, "but we make special efforts to stop our anxiety getting to the pupils."

For pupils, though, the crunch comes when the schools have come together. A London head said: "As yet the pupils don't feel they are one school. They need a year to 18 months to develop a new identity." Discipline can be harder to maintain, especially after a major staff turnover.

For example, in the George Orwell merger, Tollington Park pupils lost their head, two deputies, three heads of department, and 15 other senior staff. A merger, then, is a jigsaw. Schools with different styles, traditions and curricula have, somehow, to be welded together. For Ruth Clarke, head of the merging Hurlingham girls' and Chelsea boys' in Fulham, several differences need reconciling.

Chelsea has a larger core curriculum with more integrated subjects. The pastoral systems differ - one is by year and horizontal, the other vertical. One school has a uniform, one not. The boys, in a 2½ to 1 minority, will need careful looking after as they integrate on to the girls' side. Ruth Clarke says: "One reconciling factor is that we are really making something new."

Of course, the idea of a "new" school can mislead. Mergers make new demands on a school's existing lay-out, and long-running minor problems over, say, space for music or drama suddenly become unmanageable. Many feel that L.E.A.s "don't give enough thought to the accommodation problems".

Most school staff and L.E.A.s believe they are planners - a few said victims - in uncharted territory. Yet the issues being faced are ubiquitous and, mostly, inevitable. One L.E.A. man said: "The skill is in coping with the problems effectively and sensitively, not in trying to avoid them - you can't."

Rick Rogers is education correspondent of the New Statesman.

No school is an island

Looking back at the recent *TES* series on 'the contracting curriculum', Martin Lightfoot argues that the defenders of subjects ought to be concerning themselves with wider and more urgent questions

It seems to me that the series has provided examples of some of the best and some of the worst features of our system.

Contributor after contributor has given a defence of a subject area. Many of these defences have been supported with acute perceptions and subtle analysis of the educational worth of processes and activities. What has been lacking is the readiness to think across subject boundaries, to consider the curriculum as a whole. There is, too, the reluctance to consider positive action which teachers, individually and collectively, might be able to take.

Some of these advocates will lose their case. Even where the case for particular subjects has

proliferated? What are the risks of dilution, and how could they be avoided? There are many areas of the curriculum for which integration may be the best defence against annihilation. Some areas do not lend themselves to integration. The evidence on what is happening to modern languages, for example, is worrying. It is possible to see a future in which Italian, Spanish and Russian disappear from secondary schools, and in which the dominance of French becomes overwhelming. In these areas it no longer makes sense to regard the school as an island. Modern languages need to be staffed on an area basis.

Figures prepared by the DES indicate that this year local authorities should reduce the

electing to go part-time? It is possible that the voluntary job-sharing schemes (such as the one announced recently by Sheffield) have a role. The province of Ontario in Canada has achieved some success with a scheme which allows volunteers to share a teaching post with a redundant teacher for a period of a year. Such schemes could be meshed in with a restructured in-service system, and with retraining facilities offered in collaboration with the MSC. In-service itself needs to move rapidly from the generalized system commonly offered, to one based on close analysis of the problems likely to be faced by individual schools and the teachers within them.



"It is possible to see a future in which Italian, Spanish and Russian disappear, and in which the dominance of French becomes overwhelming."

gained general acceptance, there will be individual schools and areas where provision will disappear, either by conscious decision or by accident. The recognition of this inevitability is surely the first step towards orderly and intelligent contraction.

One of the less remarked consequences of falling rolls and shortage of money is the damage done to professional behaviour, as teachers seek to defend their school, their subject against schools and subjects held to be inferior. The long-term consequences of this process are difficult to predict, but must include a change in the esteem in which professionals are held by the rest of the community.

Only rarely is the most constructive defensive action to defend the retention of individual subjects. It requires action on a wide front - educational, administrative, political. We need, first, to look at the problems involved in merging subject boundaries, to assess not just the balance of subjects, but the balance of processes and experience.

The Association for Science Education and the Schools Council have begun looking at the integration of the sciences. Many schools have thought it necessary or desirable to look at ways of integrating the social sciences, and areas such as social, careers and moral education. But schools often work in isolation on these problems, and there are other areas of the curriculum which badly need attention.

What about the creative arts? What would integrated courses involving music, dance, the visual arts, drama and perhaps English look like? What are the training and resource im-

number of teachers in England alone by around 18,000 (or 13,000 if the government is prepared to write off the overemployment in 1980-81). After "natural wastage" and premature retirement, this still leaves nearly 10,000 (or at least 5,000) to be covered by "tolerating curriculum mismatch, reductions in induction and in-service training and redundancies".

If we are to minimize the disruption to the curriculum we should be prepared to be much more flexible about staffing arrangements and the provision of adequate career structures for teachers who may not be permanently assigned to one school. The recent International Labour Organization report on *Employment and Conditions of Work of Teachers* also suggests that we need to pay attention to the employment of part-time teachers. This country has a far smaller proportion of such teachers than, for example, Germany or Denmark, and the proportion is declining.

Our employment practices have so far given precedence to the full-time career teacher, but at the cost of reducing schools' flexibility in offering a balanced curriculum as rolls fall. We should be seeking to reverse this trend. If we can preserve security, benefits and career prospects, we may well find that there are significant numbers who prefer part-time employment.

Our existing employment legislation also encourages employers to think of part-timers as working half time or less. If we were to move to the system operating in France and some Australian states, where teachers working four-fifths have comparable protection to full-timers, might we not find a substantial number

In allocating staff to schools, we need to extend and refine the curriculum-led staffing policies developed by such authorities as Devon and Dorset. The conventional method of staffing schools *pro rata* according to the number of pupils on roll has the advantage of simplicity. But it is hopelessly inadequate to assess the needs of schools of different sizes, intakes, and with different mixes of teaching expertise. Staffing schools on the basis of an agreed standard of curriculum provision and contact ratios is the only way in which local authorities can ensure that accidental imbalances of staffing can be assessed and corrected.

These developments need to go further. We ought to be moving towards the assessment of grant-related expenditure from central government on a curriculum-led basis. There are considerable technical difficulties, but such a method of distributing the rate support grant would at least be based on educational criteria rather than statistical convenience.

Some of the ingenuity and intelligence devoted to the defence of subjects ought to be exerted on issues such as these. The influence of a strong consensus among teachers is substantially greater than many individual teachers are tempted to suppose. There is plenty of scope for thought and action - within schools, in the subject associations, the unions and the local authorities. If it has not started yesterday, could it perhaps start today?

Martin Lightfoot is a Specialist Adviser to the Commons Select Committee on Education, Arts and Science. His views are not necessarily those of the Committee.

Writing wrongs

Christopher Jarman finds that most teachers have come to expect low standards of handwriting from children

For the past 15 years I have been judging schools' handwriting from all over Britain. It has been a sad task.

I have been receiving the best selected examples of work for children between five and thirteen years of age from independent and L.E.A. schools, sent in by their teachers.

Nine out of ten examples have been well below the standard of which normal children are capable. Yet where handwriting of any style is well-taught, the standard of all the children can be very good indeed.

The HMI Survey of Primary Education 1978 said very little about handwriting except that "practice was provided in almost all classes at all ages." This tells us nothing about the quality, which in my experience is generally very poor. Primary teachers encourage children to copy from a variety of handwriting schemes or from workbooks of their own devising. Some teachers use the blackboard or overhead projector. There is often in many schools, however, a lack of consensus about which style to teach, and in particular a lack of continuity between infant and junior classes.

I surveyed the handwriting in a big suburban primary school. The school encouraged the use of a modern handwriting scheme in all classes, but we discovered that each child's writing was more like their own teacher's writing than it was like the scheme's. In many cases the teacher's scrawled comments at the foot of children's work, such as "Well done" "Good work" or "See me", had provided a model. This was more attractive to the children than the isolated handwriting lessons, because they admired their teachers and wanted to be like them.

Many primary teachers are no longer confident nor informed about our alphabet, about the ways in which our traditional joined styles have developed, nor how to diagnose and correct faults. From the feedback I have had from scores of in-service courses, many teachers cannot judge whether or not a child's writing is good for their age and stage. Through lack of experience, very low standards have come to be expected from

children by all but a few teachers.

Yet good handwriting, like good spelling, is considered very important by parents and employers. Research has shown that examiners give higher marks to an answer written in a good legible style than to the same answer in a poor style. Children's freedom to communicate their own ideas is hampered by poor handwriting.

In 1913 Edward Johnston designed Print Script for the LCC as an alternative to the

of handwriting from the start. Marion Richardson understood this when she attempted to counter print-script in the thirties.

What is needed today is, first, a wide understanding of the history and construction of our alphabet. Following that, an agreement to teach a basic modern handwriting, the movements for which remain the same from five years old upwards. No special nibs, inks or other writing equipment should be required: good writing is good in any medium. Indi-

match the letters in their reading books. Apart from the wide variation in type styles, the rate that the supposed "match" is impossible. Hand movements are more important to the development of handwriting at this stage than letter shapes.

There is a persistent belief, among some teachers, unsupported by experience, that thick pencils are better for infants' tiny hands than thin pencils. This nonsense has persisted for years. Little fingers need little pencils. At home children prefer the slim pencils from mother's diaries.

Another persistent myth is that children can teach themselves to write from copybooks. They cannot. Unless good models are taught and the construction of the letters explained, writing will not improve. The copybooks are to teach the teachers first. Then they are excellent for the practice and reinforcement of already learned skills.

Resistance to particular versions of handwriting (such as Italic) is often based on the argument that "All the children's writing looks alike". This is of course true for all styles when the pupils are immature, and is no argument against proper reform. Individually comes inevitably with ease and speed.

The careful teaching of handwriting does not and cannot suppress personality, any more than the teaching of football skills or spelling does. Human individuality shines through following mastery of the pen. Ease in writing speedily and legibly enables creative powers to be used.

It is easy to teach handwriting but first you must learn what it is you are teaching. Copying out copybooks does not work. Children must be taught directly by informed teachers. Copybooks, as the Victorians knew well, are only useful to practise what you have already been taught.

Christopher Jarman is the author of 'The Development of Handwriting Skills', and In-Service Coordinator, Rochampton Institute of Higher Education.



difficult looped civil-service cursive being taught to infants in very big classes. It seemed a good idea at the time, but it has proved the rule of the nation's writing. At the crucial learning period between five and seven years, children were taught (or allowed to make) hand movements which would have to be unlearned later if a flowing hand were to be achieved.

In fact, children and teachers need to see clearly that print and handwriting are two different things. Normal children of all abilities are capable of learning a running joined style

visually cannot be suppressed whatever style is taught, but it must be realized that in learning any skill the immature versions will always look very alike.

Arguments about so-called different styles such as Marion Richardson, Looped Cursive or Italic are misleading and fruitless. Our national style is Roman, and the differences between these versions of it are superficial, leading to a concentration on the non-essential elements in our handwriting.

The belief that infants must print is based upon the misconception that their writing must

Waiting for Righty?

'All over the town, private girls' schools are turning hopeful parents away.' Mog Ball reports from inside one establishment that gives pride of place to 'feminine accomplishment'

There must be more than a dozen of them in our town, up gravel drives, hidden behind rhododendrons, with names saintly or pastoral: private schools.

It is hard to get a look at the buildings with all that greenery in the way, and strolling up the drive for a nose around can lead to unpleasant encounters with old men pushing wheelbarrows. So maybe it was curiosity that made me agree to spend half a term teaching part-time in one, a girls' school with two hundred pupils.

The local education system retains selection at 11. The only state secondary schools are two secondary moderns, one for boys and one for girls, on the edge of the town. It is a wealthy commuter base, a by-word for Home Counties' conservatism: the sort of place where a private school with a good reputation should do well. But times are hard, and though the school is considered "good" locally, much energy must be spent in attracting new pupils.

A wide choice of subjects is one way. The school has a vast range, with the emphasis on feminine accomplishment. Every kind of musical instrument, European language, dance is available as an extra, and the resulting timetable leaves little time for basic skills: two periods of English, language and literature, in the second year, three in the fifth. With so many alternatives on the curriculum, everybody takes plenty of O levels, and the numbers appear in the advertising for the school.

The other selling point is the small size of the classes, which all have fewer than 20 pupils. But the shape of the old house, with its fine staircase and shiny brass door knobs, tasteful flower arrangements and portraits of headmistresses of the past, does not allow for anything bigger. As it is there are difficulties in seeing some of the class, especially those tucked away round the corner of a fireplace. In one room it is impossible for the teacher to move in the bare foot or so left between the front row of desks and the wall.

For the first time I learn that there are drawbacks to parental involvement. On the third morning the headmistress takes me gently aside. Rebecca's mother has rung. Rebecca was asked to read in class and is very upset: she is dyslexic, I apologize. No, nobody had told me, but I'll remember her problem in the future. Poor girl.

By the end of the first week I discover that, according to their parents, six others besides Rebecca are dyslexic and should not be asked to read, write or produce any kind of homework. This limits the possibilities for collaborative effort in a class of 17. I soon find that parents are very handy on the telephone, removing girls to go to Ascot or the county show, complaining about amounts of homework or lessons pitched beyond their daughters' understanding. The headmistress speaks to the teachers concerned - mostly me, it seems.

There are other things that make it difficult

to teach. All the books are very old, some published before the war; besides falling to pieces, they are often not the texts you would choose to read with the second year. The English department had some new poetry books last year: a lovely text, but there are only 10, and they have to be collected at the end of each lesson for other forms to use.

In the staff room it is clear that teachers of other subjects have the same problems with books, though it's not easy to see much in the staff room - or even to get into it, it's so small. Many people try to pass through it each day, since the plethora of subjects offered by the school are taught by part-time women teachers who go to many of the private schools in the town. There's only one man on the staff, the tennis coach, and he keeps clear of the staff room, sitting in his car for a quiet smoke.

Some of the problems of space will be solved when the new building is completed. But it is costing a great deal of money, and if now, raising money for the new building is it.

Girls excuse themselves from class to collect jammed into their tiny room, cram their faces with cake at 25p a slice, invite one another to the Derby, sweep stake for a prospective prize of... your money back and the rest to the building fund. Parents open their gardens to the public, persuade their acting friends to open, let, and use their contacts in major

companies to solicit contributions to the building fund.

Will the new building mean new pupils, new money? It looks as though it will just about make the school big enough for the people already in it. In the meantime it consumes the small bit of land the school has for games and play. Behind all those rhododendrons there's a bit of lawn and two tennis courts. It seems at first that there's more behind the school house, but that was sold off 10 years ago to a developer.

At breaktime girls bunch under a tree, or pace the courts, or go to a bring-and-buy sale in the hall. The PE teachers have a hard job to organize rounders on the little piece of grass with high banks on each side: getting a rounder means completing an assault course, up and down and over the weather station. But there's not a lot of PE in the summer term, with exams and Wimbledon, for which the school seems to have a limitless supply of seats.

What is the future for such a school, when money gets scarcer, costs rise and redundancy begins to affect even this rich corner of the South East? Ah, saved, it seems, by a stroke of luck. There has been a surge of applications for places. Private girls' schools all over the town report that they are turning hopeful parents away.

And what has caused this interest? An old girl from one of them has married royally. So that's what we're preparing them for.

Approaches to history

Making a place in the past

Carol Adams on Women's History in schools

History is about the affairs of men - men who explored, conquered and governed the world, men who invented and created, men who exploited other men. Occasionally, they were joined by exceptional women... Elizabeth I, Joan of Arc, Florence Nightingale - but these women were neither "normal" nor representative of their sex. Ordinary women did not make history - they stayed at home.

This is the message conveyed by the vast majority of school history books, examination syllabuses and question papers, and the majority of history lessons until recently. This is hardly surprising since history has been written by men, usually from the upper and middle classes, and as an academic subject, has been defined and controlled in male terms. This has been reflected in the classroom, and the lives of the female 50 per cent, much of which has been spent in relieving men of the boring tasks of everyday life and enabling them to run the world, has not been considered of interest or importance.

For example, one recent CSE paper contained half a question on women's rights out of a total of 50; 48 men were mentioned by name, not one woman was named. On modern history syllabuses, the study of women is usually confined to the suffragettes, with possibly some reference to fashion or domestic life, and that's about it.

The constraints of examinations give some excuse, but there is no justification for the total exclusion of women to the extent of gross distortion in the earlier years of school. Ancient history is about "early man", which may be an acceptable generic term to male historians, but in many girls and teachers today is not. Language is a crucial tool of the historian, and should be accurate. One text tells us that "Men learned to roast whole animals on a spit, turning the carcass from time to time to cook it evenly. When they could grow wheat they ground the ears into flour with stones and baked rough bread".

The illustrations show men doing not only these household tasks but all the hunting and fishing too. One is left wondering what those idle one-women actually did, supposing they existed. The examples are endless, either in the text or the pictures, when we know for a fact that they were, whether it is Ancient Britain, Vikings, Normans or whatever. This is not a true picture of ancient societies. More to the point, why on earth should girls be interested in it if it's nothing to do with them?

History has been popular with girls, and they do well at it. Henry VIII had six wives and was a young man, bluff, generous, right royal and very handsome. But the "new history" with its evidence and skills rather than passivity, its high activity rather than passivity, has been with us for some time. If history is to be more interesting, relevant and worthwhile for young people today, this must apply to both sexes in an education system which is supposed to aim at equal opportunities.

The omission of women from history is not just a question of lack of evidence, but of how evidence is



Watched by her child - Chalmers at work in forge built on to her home. From The Edwardians in Photographs. By Paul Thompson and Gina Harkell (Hatsford £8.95).

selected and how it is interrogated. For example, if women are not listed as "employed" on census returns, we must simply ask "who filled in the form?" Many men, for understandable reasons, did not consider their wives' help with their trade or laundrywork or childminding as economically gainful employment, even though it was - or perhaps they preferred not to declare it.

Until well into this century, medical care was largely women's responsibility; most people never saw a doctor, and birth, death, preventive medicine and the treatment of illnesses were all carried out by women - either as wives and mothers, or as the local wise-woman or handy-woman. Yet in schools, medical history is presented from a professional and scientific viewpoint only, and the recent entry of women into the medical profession is regarded as a major advancement. There is plenty of recently-published oral evidence which could put this emphasis into perspective.

Most books on medieval life depict agricultural work, trade and religious life as male activities. Women, however, did all kinds of field work except ploughing, served apprenticeships, ran big businesses - particularly widows - managed huge monastic estates and defended besieged castles. There is a wealth of information in the form of manuscript illustrations, account books and a set of slides, all with teachers' notes and pupil questions and tasks. They cover three areas of women's past and how it has been different from men's - Homeworking over the last 100 years - women's lowest paid.

Often the roles and experiences of

most "hidden" work especially involving women from ethnic minorities. Women artists during the Renaissance - restricted in their training and work opportunities and yet making distinctive achievements in artistic terms. Women workers in a silk factory employed on the same shop floor as men but subject to different terms and conditions of work and much tighter forms of control, both during their working day and in their leisure time and home lives.

These materials, aimed at third years but intended to be flexible in their use, are only a start. Many more units of work are needed before there can be anything approaching a balance in studying women's as well as men's lives and developing an approach to history that is not biased in terms of sex. They do not by any means provide an answer, and are not intended to be presented as an alternative view of history, "ready-made" and handed over by the teacher. Rather, they are seen as part of a teaching approach which is constantly critical of evidence, and asks pupils to think for themselves about "who?" and "what?" and "why?" in history.

The point of studying women's experience - as that of any other group that has been oppressed - is to encourage pupils to relate this to society as a whole. Women, like those

from ethnic minorities, have, until now, fallen through the cracks and been hidden from the official historians' view.

It is easy to talk about what ought to go on in the classroom, and much harder to achieve it. Some of us are tired of talking about the issue of women's place in history because nothing will change in schools until teachers have the resources. Anyone with research materials that might be useful, or who is interested in working in this area is invited to contact us.

*Further details of the materials mentioned in this article and other resources for Women's History in schools are available from Carol Adams, Warden, History and Social Sciences Teachers' Centre, 377 Clapham Road, London SW9. Telephone 01-733 2935.

Carol Adams is co-author with Rae Laurikien of "The Gender Trap" three books on sex-roles for social studies teaching, Quartet Books, 1980. Her forthcoming book on women's history for the classroom, "Ordinary Lives", will be published by Virago in Spring 1982. Teachers responsible for the work described are Paula Bartley, Lewtisham School and Cathy Loxton, Malory School.

Picture the Past

R Sandford and L E Snellgrove

- colourful, entertaining history for non-examination pupils between 11-16
- simple, short text
- colour throughout
- illustration and text together tell the story
- stories full of lively action and social detail
- stories told through diary accounts, newspaper reports and interviews
- books that children will enjoy
- book 5 ready early 1982

Book One: Gods, Greeks and Romans

Paper: 0 582 20326 0 £2.35
Cased: 0 582 20690 1 £3.95 net

Book Two: Knights, Priests and Peasants

Paper: 0 582 20327 9 £2.35
Cased: 0 582 20691 X £3.95 net

Book Three: Kings, Queens and Jacks

Paper: 0 582 20328 7 £2.35
Cased: 0 582 20692 8 £3.95 net

Book Four: Men, Machines and Masters

Paper: 0 582 22129 3 £2.95
Cased: 0 582 20693 6 £4.95 net

Book Five: War, Welfare and Science

Paper: 0 582 22130 7 probably £2.95
Cased: 0 582 20694 4 probably £4.95 net

For inspection copies (paper edition) please write to Helen Stenton, Longman Group Ltd., Longman House, Harlow, Essex.

Longman

extra

Is there still room for history in the secondary curriculum?

Richard Brown and Christopher Daniels consider the draft proposals for the 16+ National Criteria for History

Falling rolls and a stringent monetarist government policy has led to a scramble by departments in schools for a share both of declining numbers and capitation. It was this and the publication of the Draft Proposals for History 16-plus which prompted us to ask if there was still room for history in the secondary curriculum.

In the educational market place which the Government seems to have thrust upon us, history teachers do not seem to be obvious among those taking the initiative in the areas of dramatic innovation and dissemination which seem to ensure financial reward - both personal and departmental. Other areas of the curriculum, especially anything concerned with microtechnology, are much more prominent in the public eye, with justification given its social importance.

What is worrying, however, is the fact that many people appear to believe that education holds the key to economic prosperity and security and that more science or technology is the way this perfection will be achieved. This simplistic view flies in the face both of reason and the uneasy relationship between education and the economy since 1870.

The possible move to a more centrally-controlled curriculum in which the place of history may be ambiguous seems likely to exacerbate an already difficult position for the teacher. Will the more able pupils be manoeuvred into scientific and technical options at 14 with "humanities" - a broad church indeed - thrown in in the cause of "balance"?

Nobody who has followed the debate on education beginning with the Black Papers, followed by the formation of the APU in 1974, the Ruskin College speech of late 1976, the monumentally misnamed "Great Debate" and the subsequent plethora of DES and HMI publications can be particularly impressed by a decade of

educational discussion. The solutions propounded have often been ill thought out, contradictory, pragmatic and overtly political in style. A radical consideration of the comprehensive curriculum, as opposed to a diluted grammar/secondary curriculum, which is so much needed never materialized.

Is it by chance that the areas studied in depth by the APU have emerged as the "core" in both primary and secondary curricula or that they were once part of the old School Certificate? This paper is concerned with the place of history in this evolving curricular situation particularly in relation to 16-plus and argues for the reassertion of the place of history as central to the curriculum of all pupils, both primary and secondary.

In the 1970s, history was a growth area in many schools. A much needed examination by teachers of their subject led to the emergence of a more skills-oriented approach to study, the attempt by Coltham and Pines to identify behavioural objectives for the discipline, the Schools Council Man, Place and Society and History 13 to 16 projects and the Local History Classroom Project.

The HMI report, *A View of the Curriculum*, may have marked the peak of history in the central view of the curriculum with proposition 11 stating that: "There is, in particular, a strong case for maintaining some study of history in the final secondary years." This certainty has been watered down in the two subsequent DES documents.

In retrospect it seems that only the Schools Council History 13 to 16 project has had any degree of success. The reasons for this lies in the view it has of itself as a medium through which curriculum innovation and experiment may proceed and in its rationale that inclusion of history in the curriculum means that it must meet adolescent needs and this

means teaching it as a process not just as a "body of knowledge". History may have been downgraded in the eyes of some curriculum planners but that is certainly not the view of the consumers, the pupils themselves. Research in Scotland has shown that pupils tend to rate history in the top five or a subject "order of merit" but that the majority tended not to have strong feelings for or against it.

The demand for history among students is evidently present, as a 13-year-old pupil recently wrote "The lives we lead now will be history in the future, so if you think history is pointless you must also think life is pointless" but waxing lyrical about it is not. Why?

The fault, we believe, lies in the failure of history teachers to "sell" themselves and their subject sufficiently. As a result their case goes by default. This was implied by John Slater at this year's H.A. Education Conference. He sees history as providing an understanding of the behaviour of human beings and leads to the acquisition of skills for life in society. Pupils, he maintains, need knowledge of the society in which they live and need to be equipped for leisure. Through history pupils should be able to understand the international, technological, pluralistic and multi-racial nature of our society. It is people not machines that matter.

The recent publication of the 16-plus Draft National Criteria for History could have been expected to take ideas like those of John Slater into account. Yet its aims do not specify any of them. As expected the "blue paper" contains emphasis on history as a study of the past and as a medium for the attaining of "appropriate skills and concepts" but no mention of understanding people or equipping people for leisure or enabling pupils to understand the nature of a pluralistic society emerge.

The 16-plus Draft emphasises assessment objectives justifying this by the need for "common performance standards in the award of grades". This will certainly help accountability in history and should be applauded as a valuable step towards developing evaluation procedures in the subject. Yet the very nature of history militates against the rigid application of behavioural objectives however valuable they might be in terms of assessment.

For something to be assessable in these terms it must be quantifiable, but the nature of history is frequently unclear, ambiguous and indefinable in black and white terms. It is quite possible to say whether a pupil has responded correctly to the question "In what year was the Battle of Hastings?" but much less easy to adduce correct motivation to William of Normandy's actions. Empathy is not enough.

The 16-plus paper also fails to grapple with the issue of a minimum core of content. This is not possible, it says, because of the diversity of syllabus. In not grasping the nettle they are saying in effect that no consensus is possible but have not really made any attempt to find one. Content is still important and the history teacher is rightly criticized by his colleagues when pupils do not know fairly basic things about their own past. We believe this to be an important issue since it may be argued that the uniqueness of history and the justification for its study lies in that it alone is concerned with what happened in man's past in society and its relationship to the present.

The concepts that the historian uses - change, continuity, causation, revolution, class etc. - are common to other disciplines. The proposal does not take into account sufficiently the story of the past. Several years ago we argued in the *TES* that the new orthodoxy of skills had replaced the old content-based approach but that the balance between the two was being redressed. There is little evidence for this in the draft.

The problem with the 16-plus paper is not that it lacks innovative verve or that it fails to take account of new developments in teaching the subject, but that it fails to confront this question of relevance. For the teacher who wishes to defend his

subject against intrusion, then, advocacy based on the skills and concepts of history alone would be difficult to maintain.

A much sounder defence, however, can be made around the relationship between past and present and the relevance of this connection for any real understanding of the present day. This seems to be John Slater's stance. Studying the evidence for what happened in a small village in 1851 may be a valid educational experience for its own sake, isolated or disconnected methodological exercises, then the "seamless web" of the past will be irreparably rent.

To motivate pupils who are taking public examinations - today with high levels of unemployment a sometimes difficult task - you have to respond well to the assessment at the end of the course. The working party seems to agree about assessment where literary skills or reasoning are involved - analysis of evidence, objective tests and essays - all assessable behaviourally, but cannot agree about school-based assessment where central moderation is more difficult and qualitative considerations more in evidence.

This is unfortunate for those of lower ability who find writing tests difficult and need more time to think things through. No mention is made of oral assessment at all. In terms of assessment this draft could have been written 20 years ago. It seems to us that all pupils should be assessed using the same components but that they must be broader than just written work under examination conditions.

In a recent article in *The Times*, Danni Geddes states: "The development of a new examination system is seen as a golden opportunity to correct at least some of the faults (of the old system)." The 16-plus Draft - and in fairness we must emphasize that it is a draft for comment - does not mark the climactic hoped for. It can be seen as old wine in new bottles. In fact if you touch the "blue paper" and retire you simply observe a damp squib.

Richard J. Brown, Houghton Regis Upper School, Bedfordshire.
Christopher W. Daniels, The Royal Latin School, Buckingham.



Children in a laundry basket in a Northern workhouse around 1900. From *The Welfare State*. By Christopher Wright (Baisford) (£5.50).

(though it's the industrial sophistication you are meant to be noting), taking in school boards, terracotta and much else, including Joseph Chamberlain, on the way. I am sorry prehistory is still held off back in archaeology. That rusty hob-nailed sandal with a Roman soldier's foot still in it (not found actually in Birmingham but there were Roman camps here) gives one the kind of time and culture shock that you will get from no text book. From there to the Aston Villa shirt, from paleolithic tools to Wynn Timmins of Birmingham Ltd's sugar nippers is a story indeed.

Birmingham - let the news be told far and near - was no obscure village in medieval times, as was perniciously if romantically put about until very recently. No, it was a large and important market town. The evidence? Well, the facts have been painstakingly assembled but there is very little to be seen. This gallery's story begins with photographs of the fourteenth century de Bermingham

extra

Cherishing our heritage

Historic conservation is urgent, active and ever present; it provides an ideal teaching topic. By Bryan Waites.

Did you know that 1981 was Urban Renaissance Year? Perhaps not, as in spite of its alleged importance, the year fades and most people in Britain and Western Europe will have been unaware of it.

Certainly the rioters in Britain's cities this year would find it ironic and pretentious that "the campaign to bring a true renaissance in the quality of urban living, we need to remember that cities and towns are not simply buildings and places. They are essentially places where people live, work and play. And the best safeguard of the quality of life in towns and cities is to have caring informed and involved local citizens." (Minister for Local Government, 1981).

Are we all living a charade? Is there really any contact between an educational and planning elite devising Urban Renaissance Year and the real world?

The creation of informed citizens requires continuing education at all levels in matters relating to the urban environment. "Has not experience shown that as education increases responsibility towards property and the environment decreases? Monumental research will be needed to prove or disprove such a statement, but to many ordinary people, it already seems bitterly true.

If there is an answer to this major dilemma, to this urban crisis, apart from pouring in more and more money, then it must be for people to live and know their towns and regions better. To feel an affinity to them; a patriotism for them and a loyalty to them. Consequently, to report and care for them. Of course, there will always be exceptions and in a mobile, cosmopolitan world where families are more and more split up it may be impossible to have these links.

Some of the problem of historic conservation is urgent, active and ever-present. It provides an ideal teaching topic. Whether your school is in York, Chester, Bath, Chichester, Lincoln, Oxford, Cambridge or any other historic town, conservation will be a critical issue.

Try to find the "secret town" hidden behind shops and bus queues in places like Leicester, Hull, Portsmouth, Leeds, Bradford, Burslem and Liverpool for it is not just the "pure", classic historic town that can serve our needs. Your concern should not be solely with the distant past for Victorian buildings are an integral part of townscape.

Some cities have splendid examples of these which some citizens

think are eyesores while others believe them magnificent. Contemporary buildings, especially when they replace older ones, should be critically assessed too. How do they make or mar the townscape? Facades, corners, roofs, skylines and other oft-ignored details need to be scrutinized for their part in the total picture.

Think also about how the town has evolved and keep an eye on archaeological revelations about the previous shape of the town, its streets and open spaces. The recent work of the York Archaeological Trust on discovering and excavating Viking York is an example.

You will not always be concerned with large places. Smaller towns like Stamford or Banbury, even villages, have much to offer. There are, for example, more than 40 listed buildings in the Rutland village of Lyddington. Small places may be more manageable for a field visit and contact with local people easier.

Conservation deals with the here and now and it brings history relevantly into the present to give it a fresh meaning. Firsthand investigation of problems in the field sometimes using newer techniques introduced by planners, such as townscape evaluation, encourages pupils to become thoroughly involved.

As a teaching topic, historic conservation, brings together history, archaeology, art, architecture, planning and geography as well as many other aspects to provide a problem-solving approach which can be taught by a team as an integrated programme. It furnishes dramatic and controversial subject-matter often shown by newspaper headlines such as "History makes way for city office block" or "Lincoln Cathedral besieged".

The resources for the teacher are great and increasing. They range from context books by Roy Worrell, Gordon Cullen, Thomas Sharp, Pamela Ward, Ewart Johns, Patrick Nuttgens, Alec Clifton-Taylor and others to official reports such as *New Life for Old Buildings* (HMSO); *Cheshire: a study in conservation* (HMSO). Since planning authorities were required to produce conservation reports for their towns and villages there are now available many useful booklets such as *Shrewsbury: the challenge of conservation*. These contain many useful base maps, details of buildings and streets ideal for the teacher and pupil.

Additionally, special reports by bodies such as the English Tourist

Board (eg. *A Study of Tourism in York*), the Civic Trust, and the Council for British Archaeology, can be indispensable.

Examples of investigations are conservation and skylines; the architectural quality of buildings; use of building materials; conservation and floorscape; comparison of contrasting conservation areas in a town; a town trail, wall walk (in, say, York), a riverside traverse or conservation trail; a cathedral precinct study noting intrusions by traffic or noise (using a sound meter); a detailed study of derelict and deserted churches (using *The Archaeology of Churches*, CBA 1973); conservation and industry; conservation and traffic; waste land; redevelopment, etc. More details of such activities are given in *Teaching History*, February, 1977, No. 17.

One of the most heartening developments since 1975 has been the formation and success of the Heritage Education Group set up by the Department of the Environment and based at the Civic Trust, 17 Carlton House Terrace, London SW1. It is interesting to note in the same building the Education Unit of the Town and Country Planning Association which has done so much with its *Bulletin of Environmental Education* during the last decade.

Readers should send for the free copy of the *Heritage Education Group Report for 1980-81* to get a full picture of the valuable activities of the Group and their plans for the future. They have made real contact with children, teachers, planners and others in their own localities. Much of this work is also reported in *Heritage Education News* which comes out in Spring, Summer and Autumn each year. There are accounts of successful projects undertaken by schools and of other activities such as the Wide Awake Trails.

Other books written on projects give fuller details, for example, *Education and Heritage* (accounts of projects in EAHY 1975); *The Young Environmentalists* (Avon Schools Environmental Project, 1977); and *Environment and Community* (Hampshire, Romsey Environmental Project, 1979).

Historic conservation must be seen as part of the individual, regional and urban crisis that besets us all. It may be that in cherishing our townscape and heritage, knowing more about it and the problems, we can help our children to find satisfaction, contentment and reassurance in their home town.

History Today

School children - and their teachers with an interest in history - form an important part of the readership of the illustrated magazine, *History Today*. The magazine has always catered for schools with articles which not only aim to supplement the history taught in class, but also to interest young readers in developments in history and make accessible and attractive to them new work in fields as diverse as the pre-history of Central Europe, the political advisers of Tudor kingship and the importance of the 1905 revolution in Russia.

Now, its new editor, Michael Trend, is keen that the magazine should play a more positive role in the teaching of history in schools. "We feel that it is not enough," he said, "just to make a contribution by publishing articles. We want to involve teachers and pupils in the actual writing and making of history."

For the past two years *History Today* has run a very popular essay competition for students at universities and polytechnics. Now, for the first time, this year the magazine has an essay competition for children attending school. The intention is that pupils' entries should show evidence of some original research - perhaps a local history project in which their class is involved or the biography of a notable historical figure. As well as book prizes it is hoped that the winning entries will be published in the magazine - a chance for aspiring young historians to see themselves in print.

History Today is also planning a series of bibliographical essays of interest to sixth-formers and teachers, which take a series of historical topics, like the French Revolution, slavery, imperialism, feudalism, the Civil War, etc., outline the issues and discuss the way in which these subjects are being dealt with by historians now, the debates on the subjects and the books to read.

But perhaps the most exciting development will be the schools' oral history project which the magazine is organizing in the spring with schools up and down the country.

This is still in the planning stage and the editor would like to hear from teachers with their ideas of how their schools might like to participate, the subjects they would like to see investigated and how they would find the project most useful in their classroom teaching. Any suggestions should be sent to the Editor, *History Today*, 83/84 Berwick Street, London W1V 3PJ.

The Soviet Superpower

The Soviet Union 1945-80
PETER MOONEY

This latest volume in the *Studies in Modern History* series is essential reading for all A Level and undergraduate students of modern history. It charts the development of the Soviet Union from merely regional military and economic influence to superpower status. Part I deals with domestic affairs and Part II with international problems and foreign policies.

Publication 18 January 224 pp illustrated with 13 maps £10.50 net (hard), £4.80 paper

British Politics and People 1760-1980

PETER LANE

This is a comprehensive survey of the political, social and economic development of Britain between 1760 and 1980, clearly and simply written, well illustrated, and designed to appeal to CSE and O Level candidates.

Each chapter ends with a selection of documentary material with accompanying questions, a stimulus exercise based on an illustration, and a worksheet to encourage analytical thought.

288 pp fully illustrated £3.50

The Clash of Cultures

Aspects of Culture Confront from Roman Times to the Present Day
BRIAN CATCHPOLE,
author of the *Map History* series

This is an innovative book dealing with distinct historical examples of the clash between different cultures over the last 2000 years. It is in parts specifically related to standard school syllabus material and can be used as a reference book for many courses, but it goes beyond this by covering some of the issues that will face the next generation - prejudice, discrimination and the survival of what remains of primitive culture.

192 pp illustrations include 28 whole-page maps £3.95

Black Settlers in Britain 1555-1958

NIGEL FILE and CHRIS POWER

Edmund Blunden on the TES Information Book Awards, 1981: "Almost the most admirable book we saw was *Black Settlers in Britain 1555-1958* by Nigel File and Chris Power (Heinemann Educational), which simply and splendidly, with reproductions of documents old and new (and all fascinating), demonstrates the antiquity of a problem widely regarded as a new one."

96 pp fully illustrated £3.50

For further information on inspection/approval copies write to the address below quoting Reference TES 13/12/81.

Heinemann Educational Books
Freeport EM17, 22 Bedford Square, London WC1B 3BR

Hard evidence

D. J. Hart on the new local history gallery at Birmingham City Museum and Art Gallery

Stephen Price is not sure how much he needs to recreate the past in the Birmingham City Museum and Art Gallery. Should he add sounds? So far there is only a song, *I can't find Brummagem*, on a push-button cassette as you go in. James Dobbs wrote it in 1828 when he returned to his native city after 20 years and

found it barely recognizable. Should he add living specimens? Already Sarehole mill, in south Birmingham and administered by the museum, sells flour from a miller who has just ground it. Why not mock trials in the new gallery and put the petty criminal in those parish stocks? Could we not ride around the gallery in the Chester to Shrewsbury stage coach? Would the Queen lend some lively men?

These speculations are my own but they were provoked by Mr Price's lively enthusiasm for his new space. Since 1980 he has been head of the local history department, split off from archaeology in that year, and the gallery opened at last in June 1981.

It is, in fact, rather static, with things in glass cases the rule still, but Mr Price defines himself as a social historian, not a curator, and his work marks a hard-won transition

from the old-style separation of items into categories - toys, silver, fine art, utensils - in their separate rooms, to a display in which all available items are used to build up a picture of everyday life.

Whether or not the gallery is jazzed up more in the future with noises, smells or whatever, and with buttons to press (as in the Science Museum around the corner), Mr Price's emphasis is still on hard evidence. A policy of cooperation has evolved so that the local studies department of the central library, across the square, holds archives, printed material and photographs, while the museum looks after objects, paintings and drawings. If you want to know about the past, begin with these tangible bits and pieces.

But the sad fact is the space allows for only a small amount to be shown. For every truncheon, shovelpenny, there is much more in store, and as soon as the gallery opened offers of more from sympathetic and generous local people. These are being gratefully accepted and, until more space becomes available, the store material is there to be seen by anyone specially interested, by appointment.

So to the evidence one can now simply walk in and see. The whole building is a Victorian temple of acquisitiveness, a symptom of empire; the Thomason replica of the huge Warwick Vase sits more easily in it than the stuffed cock wearing spurs or the hand basket cart and the sacks of potatoes, though Ann Jones's dress that she wore to win Wimbledon in 1969 does have a certain parochial imperial ring about it.

This particular gallery has a balcony and up there you can narratively around from the Middle Ages to contemporary sexist advertising

MATERIALS AND HISTORY TEACHING

The Historical Association, in conjunction with ILEA History & Social Science Centre, are organising an exhibition and one day conference. The events will concentrate on non-book material, and ways which this can be put to good use by the history teacher. Preference given to HA members and ILEA teachers.

EXHIBITION - at ILEA History & Social Science Centre 11-13 February. Including archive teaching units; slides and filmstrips; posters; maps & atlases; simulations & games; guidelines; history resource kits; museum and historic house educational material; film & video catalogues.

CONFERENCE - at HA headquarters on Saturday 13 February. Talks on archive teaching units; broadcasting; museums; sites of historical interest; looking at pictures. Plus workshops on drama, simulations & games and an opportunity to visit the conference with computer demonstrations.

For more information on the conference and details of special introductory membership fill in the coupon on other H.A. advertisement or telephone Rosalind Watchorn on 01 735 3901/2974.

Cambridge Educational Cambridge Educational Cambridge Educational Cambridge Educational Cambridge Educational Cambridge Educational

A variety of approaches to teaching history, presented in new Topic Books from the Cambridge Introduction to the History of Mankind.

- | | |
|--|---|
| Working from evidence
Sir Henry Unton, Elizabethan Gentleman by Angela Cox. His life and times as revealed in a portrait at the National Portrait Gallery. £1.95 | Topics through time
The Rural Revolution in an English Village by Roy Sturgess. Changes in farming through 150 years. £1.95 |
| The Maori by Charles Higham. An archaeologist discovers how an ancient people coped with change. £1.95 | The British Welfare State 1900-1950 by Sydney Wood. Society transformed. £1.95 |
| Biography
Hitler and the Germans by Ronald Gray. One man's impact on the world. £1.95 | Inspection copies for teachers and our 1982 History Catalogue available from Rosalind Horton at the address below. |

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

NEW from
Holmes McDougall

HISTORY SUPERMASTERS

feature an exciting combination of comprehensive teachers' notes, overhead projection transparencies and spiral-bound worksheets, and provide a wide selection of stimulating material which will complement many history courses.

- 1 ANCIENT EGYPT**
7 Pages Teachers' Notes / 12 OHP Transparencies / 4 Spiral-bound Pages ISBN 0 7157 2163-1 £10.50
- 2 ROME**
8 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2164-X £12.50
- 3 MEDIEVAL PERIOD Book 1**
8 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2160-7 £12.50
- 4 MEDIEVAL PERIOD Book 2**
10 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2161-5 £12.50
- 5 THE AGE OF EXPLORATION**
12 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2163-3 £12.50
- 6 THE NORTHERN EUROPEAN RENAISSANCE**
10 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2166-6 £12.50
- 7 THE FRENCH REVOLUTION**
15 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2167-4 £12.50
- 8 THE AGE OF NAPOLEON**
13 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2168-2 £12.50
- 9 RUSSIA**
12 Pages Teachers' Notes / 12 OHP Transparencies / 12 Spiral-bound Pages ISBN 0 7157 2165-8 £12.50

Please tick for approval copies

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐

Name

School

Return to: Holmes McDougall Ltd., FREEPOST, Edinburgh EH6 0JL

(no stamp needed)

**HISTORY
TODAY**

Special 1982 offer for teachers

Introduce 10 of your pupils, colleagues or friends to **HISTORY TODAY** and get a year's subscription for yourself **ABSOLUTELY FREE**.

HISTORY TODAY, history from the Ancient World to the present day in popular, illustrated monthly magazine.

Features in **HISTORY TODAY** for 1982: a nationwide oral history project in conjunction with secondary schools; A School Essay Competition; Bibliographical essays on subjects like the Civil War, the Russian Revolution, Slavery, the Crusades.

For further details of the subscription offer write to:
History Today,
83/84 Berwick Street,
London, W.1.

HISTORY TODAY the magazine that brings the past alive in YOUR classroom.



extra Supporting the cause

This year the Historical Association has been celebrating its 75th anniversary. John Fines writes about its continuing work

The Historical Association was as old as I am now when I first attended one of its meetings - there's a conundrum for you; but at that time its role seemed clear: for next door to nothing it could arrange for the great and the mighty, such as G. R. Elton, to come to the children's library at Lincoln and address a small group of enthusiasts including one solemn small boy. The association is still at it, and so is Professor Elton (although I hope his audiences are bigger) and the only change is that it costs more.

I did not realize the services the association provided for teachers, but having become one I quickly saw their quality. Those blessed pamphlets that could turn you into an up-to-date expert on almost anything in the course of an hour's reading saved my bacon in school as a teacher just as regularly as they had done at university. "I want you to take the upper sixth for a session on Henry VIII's administration" boomed the austere head of department - terrible flap, awful worry, but there was Brooke's *Council of the North*, and an hour later I was ready.

Yet like all young teachers I was not easily satisfied. The association looked so elderly, sedate, it did not do enough for teachers, it was not up to date. The association listened with care, pointed out that it was only as good as its active members, and why was I not a more active member? In no time I was on the education committee, throwing my weight around.

I learned two things quickly: the association already did more for teachers than I had dreamed possible, and (much more important) it had the weight and facilities to respond to any challenge. And what a

response it has made over the past decade, and how that response continues to develop!

The publication of the journal *Teaching History* and of an ever wider range of pamphlets about every aspect of the teaching of the subject has had an enormous impact on the profession. At a time when publication costs have soared and kept on rising astronomically the association has simply put out more and more. Teachers may now spread their best ideas in print, and learn at length of every new technique. So you want to know about computers and history - there's a pamphlet; several articles; about teaching in a different way - there's a pamphlet; about film and video - plenty out (the association was into film in the early thirties) and more to come.

Conferences there always have been, but the pattern is changing, and again the range, quality and quantity of provision is rising. For those requiring up-dating or introducing to an historical topic or revision of teaching there always has been the annual conference, the revision school and the Annual Bulletin (set this alongside the amazingly speedy and expert reviewing in *History* and you have the world's best bibliographical service for recent publications).

Recently the association has promoted annual conferences on specific aspects of teaching, and these are so successful that we have to turn many away. We are thinking of increasing this provision, and setting more of them in the regions, following the pattern of the annual sixth form lecture, another highly successful venture. The association is also busy promoting sixth form conferences in all parts of the country, and our only problem is meeting demand.

One way of coping with the demand is to set up more extensive courses for teachers that will relate directly to their requirements. For this reason the association has recently established a new qualification - the Advanced Certificate in the Teaching of History. A basic course book has been prepared and regulations established, and various institutions are now submitting their plans to the Validating Committee at Headquarters. The courses should soon be in action.

The education committee has played its hands, and is hard at work at the moment on all the new proposals for examination reform. To help them in their work the various regions have recently been given Education advisers, who can not only promote development in their own areas, but funnel back to headquarters the view of teachers in all parts of the country. In addition the association is represented on other associations with interests close to our own.

All this work is done voluntarily, but it needs professional servicing and that does cost money. For what is achieved, the cost is very reasonable but it can only be kept at a reasonable level if we keep up our membership. It may be in the next few years that the association will become the sole remaining body devoted to the interest of teaching history in this country; it is now the only one that has the weight and facilities to do that job properly.

Make sure that it is your duty to give it the support it needs by joining, taking a full and active part, and seeing that your school joins too.

John Fines is head of history, West Sussex Institute of Higher Education, and deputy president of the Historical Association.

A new branch of inquiry

History as analysis by Stephen Priest

Modern history can be supplemented in two important ways, because some of it still falls between two stools: it lacks a precise set of concepts to bring the complexity of the past under an explanatory framework and it falls short of an adequate understanding of the values, perceptions and assumptions of social groups whose "mentality" or "world view" is radically removed from our own.

These deficiencies are at the root of the charges levelled, sometimes unjustly, at history - from the student's complaint that it is "just facts" or "dead and gone" to the theorists' frustration that it is "not a science" or "not an art".

A new branch of inquiry called "Historical Analysis" would equip the student with a clear understanding of terms like "state", "war", "industrialization", "imperialism", right through the historian's analytical vocabulary. The raw material of historical analysis is the published work of historians, not the documents and other evidence which history makes intelligible.

While history answers questions like "Why did a revolution break out in France in 1789?", historical analysis asks "Why are there revolutions?" The difference is between the particular and the general, between "Why did France industrialize?" and "What are the necessary conditions for industrialization?" It might be objected: How does this differ from what political theorists or sociologists do? Is there not room for a clear division of labour between the empirical studies of the historian and social scientific theory?

The answer is "no"; the attempts to bridge this gap have not gone far enough. There remain the two exaggerated and damaging stereotypes - of the historian as the slow pedant piecing together his self-evident facts and of the sociologist spinning present concerns. What are we concerned with in this era? European Unification? Crises over resources? Revolution and industrialization in the Third World? Sub-cultures in declining

civilizations? The impact of machine technology on the West? Massive ideological confrontations? None of these phenomena is entirely without precedent. Our historical analysis must employ a system of concepts that is sufficiently sophisticated to match the accelerating complexity of the modern world.

Secondly, we move from the simple to the difficult. We have an idea of what imperialism is. After examining the domination of one culture by another from the ancient Greeks and Persians to the present our concept of imperialism will be refined, sophisticated, able to allow for counter instances but above all serviceable in understanding intercultural tension in the modern world. "Imperialism" will have become a tool of thought.

Our other historical concepts bear examining. What do we mean when we say "revolution" or "battle"? Perhaps we can produce workable definitions straight away: "change of government by violent means" and "violent encounter between two groups of persons", but this is not enough. We call Marathon, Blenheim and Stalingrad battles. The English Civil War, and the industrialization of England have been called "revolutions", yet the differences between these events are as significant as the similarities.

This is an essential problem: amid the welter of historical detail in the available writing with so many qualifications to every generalization, how do we grasp historical processes and extract ways of understanding that can be used repeatedly?

First, our study must reflect our present concerns. What are we concerned with in this era? European Unification? Crises over resources? Revolution and industrialization in the Third World? Sub-cultures in declining

civilizations? The impact of machine technology on the West? Massive ideological confrontations? None of these phenomena is entirely without precedent. Our historical analysis must employ a system of concepts that is sufficiently sophisticated to match the accelerating complexity of the modern world.

Secondly, we move from the simple to the difficult. We have an idea of what imperialism is. After examining the domination of one culture by another from the ancient Greeks and Persians to the present our concept of imperialism will be refined, sophisticated, able to allow for counter instances but above all serviceable in understanding intercultural tension in the modern world. "Imperialism" will have become a tool of thought.

continued opposite

VP makes History

The Adventure of Man is VP's highly acclaimed history and humanities series of filmstrips and cassette tapes. It is a complete work of art, which, when complete will provide a survey of Western Civilization from the Creation myths up to the Renaissance. New titles are continually being added, and recent additions include one on Hannibal, two on the ancient history of the Jews and one on Medieval Towns and Trading.

Facsimile: its rise and fall is an exciting audiovisual examination of the rise of fascism in Europe in the 20s, the under fascist rule and the ultimate defeat of fascism.

Full details of all VP's history titles in our free catalogue, available from: Visual Publications (Dept. TB), 197 Kensington High Street, London W8 6BS.

VP

A Grand Tour in 1833

Philip Sauvain recommends old diaries as new teaching material

When William Cobbett wrote about Suffolk, in his *Rural Rides*, he said of his visit in March 1830: "I did not see in the whole country one single instance of paper or rags supplying the place of glass in any window, and did not see one miserable hovel in which a labourer resided."

Contrast this with John Cabbell's description of northern Italy, three years later, in November 1833: "There is a miserable air of desolation and poverty throughout Piedmont, the windows of the houses being furnished with paper instead of glass, and the streets looking as if they were a cesspool."

John Cabbell was no William Cobbett; but then the journal of his Continental Tour in 1833 has not (so far as I am aware) been published before.

I discovered John Cabbell's journal when browsing in a secondhand bookshop, a few years ago, and bought it on impulse. To my delight, I later found I had acquired a rather slightly leather-bound diary of a Grand Tour, written in fine copper-plate on paper water-marked 1833, and inscribed on the flyleaf, "John Cabbell, Glasgow 1833". At the back of the diary there are five pencil drawings and a water-colour, illustrating his six-month tour of the Low Countries, Germany, Switzerland, Italy and France. On most days he recorded his impressions of what he had seen and heard.

The journey began on Wednesday 12 June 1833. "Left London by the Mountaineer at 7am with a fair but fresh breeze - and after a roughish passage arrived at Rotterdam next day at 12.0."

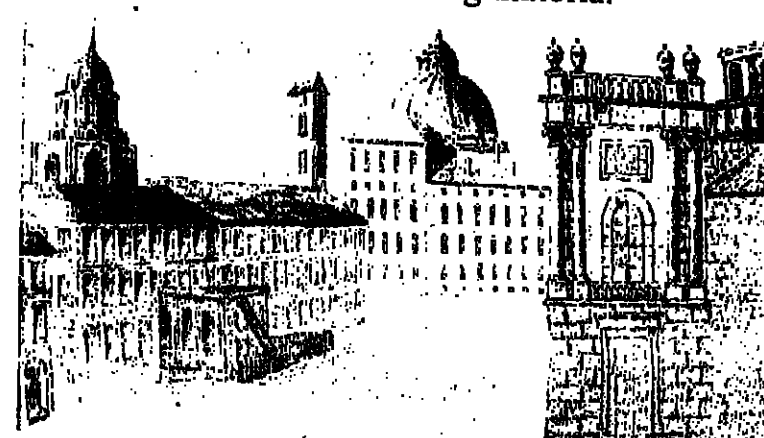
Almost 24 weeks, 222 pages and was 25,000 words later on, he ended his trip on Tuesday, November 3, 1833, when he arrived in Edinburgh by boat from London. Scotland was obviously an anti-climax after his exciting European tour.

"Started at 11 in a perfect purgatory of a coach, six inside. Oh! it was a sad squeeze, and along the most miserable country possible, the road most excessively dull. The interior of six inside coaches ought to be well squeezed. Arrived in Old Glasgow at 4 o'clock, after a very delightful trip of nearly six months."

This wasn't strictly true of every day of the tour. His comments on travelling by carriage or coach in November, for instance, are a welcome antidote to over-romanticised conceptions of the glorious days of coaching.

November 14, 1833: "Started at 7. Nothing more bleak, chilling and miserable, than starting at daybreak of a cold frosty morning, the roads hard and slippery and the cold country bleak, flat and void of interest."

When he arrived at half-past one



Piazza del Palazzo Vecchio a Torino. A watercolour by John Cabbell.

in the morning "at Arnav-e-Duc, in hopes of getting accommodation, found all the beds, occupied, and was under the disagreeable necessity, for it was indeed a bitter cold night, of posting on to Maupas, where I arrived at 3am, got beside a good fire, had a glass of hot brandy today and at last got to bed."

The great charm of owning and reading an unpublished original manuscript diary like this, is the feeling it confers of actually uncovering a small segment of history which, for all I know, may have remained unread for the past 140 years or so. For every diary and journal which has been published in book form there must be hundreds of others, like John Cabbell's, awaiting discovery in attics and trunks; lying in oblivion simply because the present owners are unaware of their significance and interest to the historian. But to the history teacher, looking for new and original teaching materials, diaries like this could be a godsend.

Much of John Cabbell's Grand Tour reads like a guide book to European architecture, with its long and sometimes trite descriptions of buildings and places. But, here and there, his comments do illumine the social history of the early nineteenth-century. Paris, he found: "but indifferently lighted and there is nothing like the bustle, and rattling to and fro of carriages in London."

Fifteen years after Waterloo he noted: "In the Place Vendôme the celebrated column, and remarkably fine it is. Napoleon had regained his original station, the statue is very fine."

In the Rhine Valley he saw many women working in the fields and deduced that this was so because their men folk had been conscripted into the army. The women "were actually mowing with scythes and very vigorously they performed the work." Everywhere he contrasted the landscapes he saw with the agricultural improvements which had affected the British countryside. He had this to say about the countryside

near Lyons: "The country very uninteresting flat, no inclosures, no gentlemen's seats..."

If nothing else, his journal contains a lot of original material, providing corroborative detail about road travel conditions some 150 years ago. For example, he left Dover on his return journey at 1pm and arrived at the London Coffee House, Ludgate Hill, at 11.30pm - an average speed of eight miles per hour.

"In France the roads are very bad, in many places paved and very rough; where they are macadamized the metal seems very soft."

Incidentally, Macadam was still alive at this time. By contrast: "The roads in Holland are all paved with brick and are kept in capital order."

In the Alps the journey uphill was "very fatiguing" so "dreadfully steep that we have five horses for the ascent."

Interestingly, washing facilities in Swiss hotels had not yet reached the high standards of today. "At one place there was a very tolerable basin, at another a kind of flat bottomed tub, at a third an oval pudding dish, then a slop basin and a cream pot, and finally the pleasure of dipping my nose into a soup plate! Oh! the luxuries of continental travelling!"

Still, they were real luxuries compared with the living conditions enjoyed by peasants of the Piedmont. It is salutary too, to be reminded that on August 29, 1833, while he was complaining that Geneva was a bore ("a preciously dull place I found it - nothing to be seen, nothing to do but count the hours from breakfast to the hour for the table d'hôte..."), the British Factory Act was at last passed, controlling the hours worked by children under 13 in factories!

Philip Sauvain is the author of many history textbooks for schools, including the *Story of Britain* and *Imagining the Past* series (Macmillan Education) and the *Lively History* series (Hulton).

French Revolution and the world wars are historical industries. By comparison the history of medieval Japan, Hindu India, or from a thoroughly ideological point of view even our Middle Ages, is comparatively neglected.

In a world where some of the major divisions are ideological - Capitalist, Marxist, Islamic, it is not simply a cause for academic regret that the history of ideology is neglected. It is a matter perhaps of global survival. Apart from this it is good for us to understand others - to walk in another man's shoes as they say.

So, we need to reflect and analyse using our own criteria of relevance what we need to temper this by an appreciation of the minds of those people who are the subject of our study. The first is a science, the second is an art. Historical analysis needs to be both. In this way we can go some way to answering those charges levelled against the study of the past.

There is an unfortunate limiting tendency in much of our approach to the past. The English Civil War, the

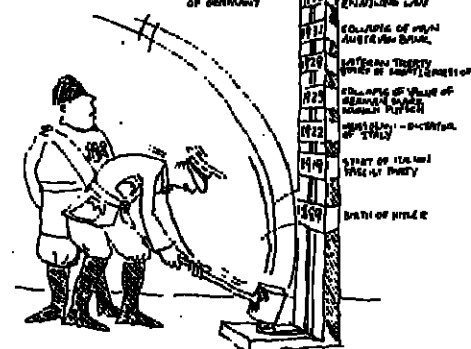
Our World this Century

Derek Heater

- A new textbook written with the needs of CSE pupils of limited ability very much in mind
- Attractively presented with many photographs, original cartoons, maps and diagrams, and cartoon-style time charts for each chapter
- Concentrates on the information necessary for examination purposes, lightened with some anecdotes and literary extracts
- Past examination questions are given at the end of each chapter
- Carefully cross-referenced, with a detailed list of contents and clear index for ease of use

Publication: February 1982

192 pages 0 19 913276 3
£2.95



Please send me an inspection copy of *Our World this Century* (Heater)

Name

School

Address

Return to: Oxford University Press, Education Department, (EBL 272), Walton Street, Oxford OX2 6DP

Oxford University Press

HISTORY TEACHERS

THE GREAT WAR

An historical experience for 10-12 year olds in the North East using a collection of archive materials from the First World War. To include a programme of slides & sound on one family's contribution to the war effort; activity work for pupils; and an exhibition & picture quiz.

QUEEN ELIZABETH AND THE PEOPLE OF LONDON

A lecture for young people 9-16 at the Museum of London on Wednesday January 6 by Dr E. Ives. Fully illustrated and using museum exhibits. School parties welcome. Also by Dr Ives for secondary schools in Manchester on January 16, The Elizabethan World. Secondary schools welcome.

REGIONAL SIXTH FORM CONFERENCES

Conflict & Stability? Britain & Europe in the 1830s at Queen Mary College, London on March 23; *The Seventeenth Century at Nottingham* University on February 20 1982; *Great Men in History* at the University of East Anglia on March 17; *Tudors in Turmoil & Origins of the Second World War* just two of the options at L.S.E. on March 26; *What was Wrong with the Partition of Ireland?* one of three lectures in Liverpool in January and February.

HISTORY IN THE CURRICULUM 9-10

Just one of ten intensive vacation school courses in history for teachers at the University of Durham 27 July-4 August. Others include *Britain & Her Empire 1783-1947* and *Politics & Society in France 1870-1888*.

PRIZES OF £100, £80 and £50

awarded to teachers of second, third and fourth year classes submitting examples of pupils' work in history, using primary evidence. Official entry form essential.

VISUAL DIMENSION IN THE TEACHING OF HISTORY

by R. W. Unwin. Just one of the new H.A. publications. Also out now *Teaching the History of London* by E. Veale.

Write now for more information and the special introductory membership offer to T.E.S. readers to Rosalind Watmore, The Historical Association, 69a Kennington Park Road, London SE11 4JH (01 735 3801/2874)

Please send information about special membership and activities as described in the T.E.S.

Name

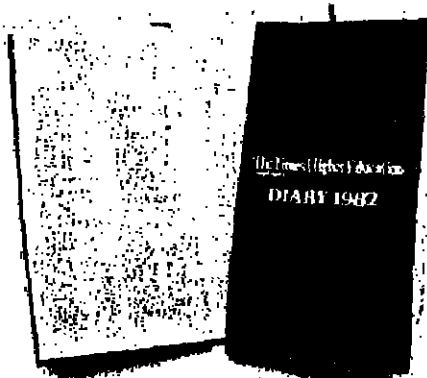
Address

TES283

The Daily Times Higher Education Supplement

It will never replace the weekly but now you can

Write your own daily record of events. Just fill in the coupon below applying for a year's subscription to the THES* at our advantageous rate (even cheaper than buying a copy from your newsagent) and you will receive THE TIMES HIGHER EDUCATION SUPPLEMENT DIARY - absolutely free! It is pocket sized, containing numerous useful facts, addresses and telephone numbers relating to the world of higher education. Those of you already receiving your THES regularly by subscription or through your newsagent can purchase a THES diary for only £1.50. Please complete coupon B and send your payment which includes postage and packing. *Offer applies to new subscribers in the U.K. only.



Please send me my free THES diary and a year's subscription to the Times Higher Education Supplement. I enclose my cheque for £22.50.

NAME _____
ADDRESS _____
CITY _____
POSTCODE _____
SIGNATURE _____ DATE _____

Please send this coupon with your cheque to The Times Higher Education Supplement, Room 274, P.O. Box 7, 200 Gray's Inn Road, London WC1X 8EZ.

Please send me a THES diary. I enclose my cheque for £1.50.

NAME _____
ADDRESS _____
CITY _____
POSTCODE _____
SIGNATURE _____ DATE _____

Please send this coupon to The Times Higher Education Supplement, Room 274, P.O. Box 7, 200 Gray's Inn Road, London WC1X 8EZ.

Talkback

Geography books and materials on South Africa have recently been criticised on a number of counts. Here two authors reply to their critics

Whose truth? Rex Beddis

A recent article by Dawn Gill in BEE, and one by David Wright in the TES (November 6), severely criticize the Schools Council "Geography for the Young School Leaver" project.

Four assertions are made: that the project fosters an unquestioning methodology, that certain resources are biased, that some concepts are dated, and that the whole programme supports the status quo.

From the beginning the project encouraged a questioning style of learning, partly through the issues raised, partly by resource content and design, and partly by encouragement of teachers to adopt this style. It would be a dull-witted teacher or critic who could not see and use the potential of the themes and resources for a questioning curriculum.

A number of resources are said to show bias and lack of balance in the evidence they provide. As an example one can take the resource sheet on migration in South Africa. This is one of three - the others refer to Australia and Britain - that illustrates ideas about migration, and where migrants settle or are forced to live.

Dawn Gill refers to this resource, as does David Wright - or rather they refer to a bit of it that gives an official government description of life in the mining compounds. This was deliberately included as an example of official descriptions, and the source clearly stated.

David Wright complains that there is "no invitation to question the content of the statement." He fails to

mention that pupil questions were deliberately excluded from the resource sheets in all themes. It was always the clearly stated aim for teachers to select and use the resource sheets they thought appropriate, to design others that would be better than or would complement the published ones, and to get pupils to explore issues and ask questions related to them.

Neither critic mentions that this extract occupies only about 5 per cent of the resource sheet, nor refers to any of the other extracts or images. Such an approach may be criticized as being insufficiently anti-racist, but many still believe that the best way to develop a questioning attitude is to provide a variety of views and perspectives.

It is also strange that neither refers to the article in the Spring 1977 issue of *Teachers Talking* that suggests three articles on Soweto that could be adapted as pupil resources to explore these ideas. These are hardly presenting an official view of migration, townships or apartheid.

Many "key ideas" are challenged for being outdated or untrue. These ideas were offered as propositions to be explored and questioned, not as absolute truths to be taught. They were gleaned from many contemporary academic sources.

It is hardly surprising that a positivist and functionalist view of place and space dominates these guides and resources, written in the early seventies. Many radical explanations of social, economic and political reality were not made explicit, or were omitted.

Why was no mention made in the articles of the new Guide and books on "Development"? These incorporate many behavioural, humanistic

and radical ideas and approaches. Why was there no mention of the many resources, themes and courses designed by teachers and teacher groups since 1975? These too contain ideas, and the message as in materials as much with these as in materials written almost 10 years ago.

Dawn Gill's central criticism is that the project supports the status quo and encourages the misunderstanding and ignorance that feeds racism. It does this, she says, by failing to "take responsibility for helping pupils understand the mechanism of the class system in perpetuating both social inequality and spatial form." This is the real issue.

She was right to criticize the inadequacy of the explanation suggested in the older published materials, but wants this replaced by her version of the truth. The trouble is, many would vigorously reject her explanations. As a critic of "unquestioning acceptance of..." would she encourage pupils to challenge her views by introducing those of, say, the monetarists, the National Front, Praisley or The Responsible Society?

The project team was concerned with truth and social justice, but rejected the principle of indoctrination of any one viewpoint and set of explanations. It also acknowledged that teachers hold many different ideologies, and in the end it is they who mediate between resources and the ideas and attitudes acquired by pupils - and accept or reject what any project offers.

Rex Beddis was co-director of the Geography for the Young School Leaver project, 1970-74.

Missing facts Gladys Hickman

"There seems clear evidence of bias in most geography texts and resources that tackle South Africa" says David Wright ("Distorting the picture" TES November 6). He accuses authors of presenting a "rosent view of life" through bias, or a glib acceptance of propaganda from the South African Government.

He quotes from the 1973 edition of my book *The New Africa* (among other texts and resources), and refers to the limited, allegedly favouring range of photographs. In doing so he exposes himself to equally serious charges, both by what he says or implies, and what he leaves out.

He describes the factual reporting of residential conditions at Lupaardsvlei (*The New Africa* 1973 page 135) in highly emotive terms: he says the author "waxes lyrical" about life in the labour camps; "it all sounds most attractive - a sort of 'Holiday Camp on the Rand'". But he fails to refer to any other section of the 1973 edition chapter on South Africa, such as Soweto, Separation and discrimination. The dilemma of separate development - Bantustans (Homelands) and The pressures of population.

There is a map of the so-called Bantu Homelands and a photograph and location map of Soweto township. Of the six photographs in the chapter, two are general, four are "racial". The two facing each other on pages 130 and 131 contrast a black African at work, and whites at leisure. Figure 117 on page 144 shows segregation in operation on one railway station platform near Johannesburg.

In fairness to *The New Africa*, balancing text extracts would have shown the discomforts and humiliations of life. For example: "Even a few metres from the Transkei Legislative Assembly (Transkei is a Homeland) in Umtata the Chief Minister (perhaps akin to a Prime Minister in a newly independent country) may not sit down in a nearby (white) cafe, though he may buy coffee at the counter and drink it standing up." Or "These Pass Laws control almost every aspect of the lives of Africans, their right to seek and accept work in a place of their choice, their right to have their wives and families with them..." etc.

David Wright quotes only two books (by A. T. Grove and R. White) with photographs of townships "provided by the South African Government". There should have been reference to that in *The New Africa*, Figure 119, page 146. If the writer missed this third example, how many other things has he missed? There are also misinterpretations. My book did not say that families were a problem, but that housing them might be.

David Wright has not acknowledged (did he know?) that there are later editions of *The New Africa*. If he had referred to the South Africa chapter in the 1980 edition, he would have found that there are now eight photographs, six of them related to apartheid.

The photograph of segregation on the railway platform is still there, although we were "discouraged" from using it by South Africa House. (They said it was "inappropriate", but didn't stop us from using it.) The temporary nature of jobs and residence, the irony of having a vote in a Homeland one has never seen, what it means to be a "squatter", are all featured.

The Separation and discrimination section (page 154) begins "What does apartheid mean to ordinary non-white people? It means that no African has the right to be in a non-white area..." etc. and finishes with the following sentence: "But Africans in other countries have said over and over again that they would rather manage their own affairs in discomfort or poverty, than live more comfortably under dictation or 'tyranny'". Little wonder that the publisher said, even of the 1973 edition, "This book will never sell in South Africa".

David Wright can argue that he refers only to the 1973 edition because it is still in the schools. But teachers have a right to know that there are "up-to-date" (his words) new editions of established books. One is bound to ask whether later editions are neglected by reviewers in favour of new books. If so, the publishers are wasting cash in sending out copies. Reviewers play an important part in keeping people informed.

Anyone who takes the trouble to read *The New Africa* can have no doubt where I stand on racial discrimination and the rights of Africans. I try to present socio-economic cultural situations in simple enough terms for school students to grasp. As well as more traditional themes, the book is concerned with the increasing rich-poor gaps, income and trade gaps, health hazards for people such as bilharzia, the breakdown of village life, poverty, slum towns and ways of improving them, informal jobs and housing, and many others.

I find myself in sympathy with David Wright's intentions, but he will not further the cause by inaccurate or distorted reporting. Publishers can only be designated at risk of putting them out of business. He would be wise to approach his "bigger inquiry" with caution, and better analytical tools and support than he seems to have at present.

Gladys Hickman is the author of *The New Africa* (Hodder & Stoughton).

review

People in class houses

Books on inner city problems are now appearing in profusion. Tom Henbury suggests that despite their overtly "political" concerns, they are often strangely deficient in humanity

Social Conflict in the City. By Enzo Mingione. Basil Blackwell £7.95.
Urban Problems and Planning in the Developed World. By Michael Pacione. Croom Helm £13.50.
Deprivation, Participation and Community Action. By Leo Smith and David Jones. Routledge and Kegan Paul in association with the ACW. £5.95.
Housing and Social Justice. By Gill Burke. Longman £4.50.
Inner City Poverty in Paris and London. By Charles Madge and Peter Willmott. Routledge and Kegan Paul £8.50.

The use of the name of Benjamin Disraeli in so many speeches in 1981 to invoke One Nation Toryism is highly appropriate. What he brought before the conscience of his country was the awfulness of the conditions in which the urban poor lived in the 1840s. In the 1980s it has been the riots which those poor undertook on their own behalf which have produced, perhaps only fleetingly, the rediscovery of the Condition of England Question, rather than the writings of any latter-day Disraeli, Engels or Mayhew.

Not that books on the subject are lacking in the 1980s. It is just that the tone has changed, and the audience has narrowed. Here is Disraeli, in Sybil.

"It is not that the people are immoral, for immorality implies some forethought; or ignorant, for ignorance is relative; but they are indolent, unconscious; their minds a blank; and their worst actions only the impulse of a gross and savage instinct. There are many in this town who are ignorant of their very names; very few who can spell them. It is rare that you know a young person who knows his own age; rarer to find the boy who has seen a book or the girl who has seen a flower."

Here is Leo Smith in *Deprivation, Participation and Community Action*:

"The Macmillan era was typified by a land slide victory in the 1959 General Election on the slogan, 'You've never had it so good'. However this was followed by increasing public attention on the social inequalities of the affluent society. Poverty became an issue and working class children were shown to be at an educational disadvantage. Television became widely available and focussed attention on these and other issues."

Indeed, and to take up a specific point from a quotation chosen simply to demonstrate Mr Smith's pre-processed style, it is television, in the form of *Canby Come Home*, which has provided the outstanding fairly recent example of the note of indignation which is absent from the books under review. At any rate *Social Conflict in the City* volume sets out to bring together for the benefit of "lecturers, students and others interested in urban problems and planning" material for case studies which would otherwise be available only in inaccessible journals.

Days in Modern Stylitics. Edited by Donald C. Freeman. Methuen £15.00. 0 416 744206. £6.95. 74430 2.

Stylitics is what Edinburgh University used to call "Language in Relation to Literature", a fabled paper alternately feared and despised. The discipline itself suffers the same to and fro of attitudes: there are those, like the critics of Donald C. Freeman's first collection, *Linguistics and Literary Style*, published in 1970, who dismiss stylitics as "old hat", a pretentious dressing-up in jargon of commonsense perceptions about literary style; and there are those who quite simply find it daunting, technical and suspiciously foreign.

The xenophobia at least is unjustified for stylitics has always been a home-grown, or at least an Anglo-Saxon concern, and many of its able exponents are British. In *Days in Modern Stylitics*, Donald Freeman has assembled 16 of the best, though not always the most representative, examples of stylistic criticism from the last decade. Four introductory essays cover general theoretical principles. James Thorne's piece on generative grammar is perhaps the most closely allied to technical linguistics while Jonathan Culler's "Literary Competence", reprinted from his *Structuralist Poetics*, covers the philosophical ground, applying Chomsky's Cartesianism to literature and arguing that literary art can not be appreciated by making of the mind a *tabula rasa* (the Romantic fallacy) but only through a conscious awareness of the implicit and purely conventional ground-rules of literary discourse. The fear that any application of transformational generative grammar to literature is re-



of reading him arise from the difficulty of the ideas themselves.

His modesty leads to an unwillingness to pontificate about the course which the current late capitalist crisis will follow: "It is almost impossible to describe what a socialist society should be in positive terms, while it is not very difficult to say what it should not be in negative terms." The value of the book, therefore, lies in the author's confrontation of the evidence and the intellectual power and sophistication which he brings to the task of explaining urban development from a Marxist standpoint while acknowledging that the events of the last hundred years have not followed the pattern which Marx postulated. Any temptation to suggest that the book simply presents an attempt to avoid facing the fact that Marx was "wrong" is offset by the numerous passages of highly illuminating discussion, such as those in which Mingione analyses the reasons for the lack of solidarity within national working class movements.

It must be admitted, however, that the complete absence of the individual from the pages of this book is depressing and limiting. The statement "The capitalist state has long promoted transport policies based on the private car, at the behest of the powerful car industry lobby" would provide a good text for suggesting that you can't hope to understand society until you heed the importance of human motivations, such as the desire for cars.

Equally far from a human response to suffering and need is *Urban Problems and Planning in the Developed World*. As editor, Michael Pacione explains in the preface, this volume sets out to bring together for the benefit of "lecturers, students and others interested in urban problems and planning" material for case studies which would otherwise be available only in inaccessible journals.

Partly it's put down to the cowed and feeble state of the population at large: "To challenge (authority) may mean eviction, the sack, a beating or other punishment". Other reasons are that the poor old community workers are imprisoned by the perceptions of the local authority and by their own class and experience "socialized by an elitist educational system to accept at least some of the values of the managerial elite in local authorities".

The stories told are gloomy ones. In the account of Barcelona John Naylor dwells entirely on the dire results of the uncontrolled squalor of the peripheral sprawl of the city and the poor conditions in which many people live. He quite fails to mention any of the good things about it; the parks and museums, the enormous number of small specialized shops selling every imaginable type of object, the bars and the cake shops, the Ramblas, the absence of supermarkets. That this should have been preserved without anything like the system of elaborate and enforced land-use planning control under which the centres of our own cities have been destroyed both physically and socially, is surely one of the most interesting questions about Barcelona, which here features merely as the victim of unrestrained capitalist rapacity and government ineffectuality. It may also help explain the finding that most of the immigrants to Barcelona would not want to go back to where they had come from.

Mr Naylor writes that "people have ceased to be individuals and have become mere ciphers manipulated by planners and developers. Man is no longer the measure of the city but often its victim." But his essay, which is typical of the book, never steps outside the conventional planner's way of discussing things. It is all too clearly addressed to the audience of "lecturers, students and others".

The prospective audience of *Deprivation, Participation and Community Action* is slightly different, but the general reader is still not included. Community worker here speaks unto community worker in another joint volume. I have already quoted Mr Smith's account of the post-war era, and the whole book, which describes a series of exercises in participation in England and Scotland, is written in similar reach-me-down words and ideas: "Bureaucracy" in terms of the inappropriate structures, and procedures of organization and "professionalism" in relation to the attitudes of behaviour of their staff are used pejoratively throughout. Two questions nag away at the authors' minds however. First they worry lest the community worker is making a mistake by working for, and hence perhaps propping up, a local council which represents a system which he would like to overthrow. However energetically he bites the hand that feeds him, is he nonetheless a collaborator? Mr Smith in his first chapter provides the sensible answer that anything which produces social change of a desirable kind is to be welcomed, but he wriggles a bit. Suppose the so-called "participation" exercise is a ploy one, designed to serve some interest of the council (another term used "pejoratively" throughout)? "In these cases it should be boycotted - but this is a tactical decision, not one of principle."

The other question is why the community worker doesn't find a reader response. In those he is seeking to galvanize into participation.

This is awful stuff, ideal to inoculate the bright sixth-former against the ideas and methods of expression contained in it, but entirely useless for provoking intelligent discussion of what is wrong with the cities. Worse is to come, however, in *Housing and Social Justice*, which is written from the same leftist standpoint as the previous volume, but purports for most of its length to be a straight, accurate textbook. What is more objectionable than the slight inaccuracies which occur here and there is the forest of prejudicial remarks: "Vast towers of glass and concrete arose whose style and design provided silent comment on their owners' view of the world." It is made clear which side of every argument Mr Burke is on, not because she says so, but because she says "many argue" or lards her prose with words like "significantly". Only in the last chapter, which contains a lengthy attack on the present Government's policy of giving council tenants the right to buy their homes, does she emerge as an overt partisan, reproducing in her Annex of documents the Shelter document criticizing the Government's analysis of the financial effects of council house sales, but not even giving a footnote to the Government document itself. A whole book along these lines would have been good knockabout stuff, falling between polemic and textbook it should be kept from the young.

At first sight *Inner City Poverty in Paris and London* looks boring and indigestible, with a small scope - the comparison of conditions in one small neighbourhood in each city - and masses of tables. Surprisingly, then, it is here at last that real people emerge and the effects of public policies on their lives are demonstrated and discussed: "The women was on her own and said she has no man - she's been in England 13 years and has 6 children between the ages of 12 and 2. The flat, smelling of stale greens and dampness, is in a block that is coming down - out of about 120 flats, only 6 or 7 are still inhabited and the outside passages are dark and littered."

Mingione has a passage in which he describes "traditional urban sociology" in a disparaging way, but of the books under consideration it is only this one, with its careful documentation of multiple deprivation and its interesting national cross-comparisons, that the lives of individuals rise above the theorizing. Highly recommended.

enough pre-empt the conclusions of traditional critical practice and in a form which is at least partially scientific. The proof of linguistic criticism must lie not in the theoretical material Freeman has collected but in specific applications to specific poems, novels and writers.

The selection of analytic studies offered here is clearly designed to refute the suspicion that linguistic analysis is only appropriate to modernist writing. As well as Wallace Stevens, E. E. Cummings and others we are given analyses of Keats, Shelley's "Adonais", Blake and parts of Shakespeare; also studies of the metrics of Sir Gawain and the Green Knight and (brilliantly, by Charles T. Scott) Hopkins's "The Windhover". The selections which consider the stylitics of prose, including M. A. K. Halliday on Golding's *The Inheritors*, are less confident. Stylitics has probably shown its most innovative value in unpacking the complexities of prose fiction - enigmatic texts like *The Sound and the Fury*, *The Turn of the Screw*, Meredith's opaque *Ordeal of Richard Feverel*, as well as deceptively simple texts like Amis's *I Want It Now* - and there is disappointingly little of that here.

Stanley Fish's *apologia* "What is stylitics and why are they saying such terrible things about it?" illustrates the general problem. Neither fish nor flesh, stylitics has a foot in both camps, vulnerable to the hostility of both technical linguists and traditional literary critics. Donald Freeman's anthology provides a valuable summation of the achievements of the last decade, showing the way to future applications of linguistics to literary study and indicating a way of avoiding the parochialism and self-satisfaction that has hampered both disciplines for too long.

Ground-rules of language

Brian Morton on a burgeoning academic discipline

ductive is most fully confronted in Paul Kiparsky's "The role of linguistics in a theory of poetry", the most speculative and far-reaching essay in the book. Kiparsky argues that poetry, which has shown remarkable formal consistency in comparison to the other arts, is the structured repetition of linguistic indices and that stylitics can reveal this pattern, perhaps even uncover the "essence" of poetry. He puts forward the distinctly anti-romantic notion that "the linguistic games which are potentially relevant in poetry are just those which are potentially relevant in grammar", a claim reminiscent of Pound's classicist definition of poetry as ordinary language charged with meaning to the greatest possible extent. Poetry is thus the use of the maximum syntactic and phonetic potential of the language, much as a child experiments with consonants, diphthongs and constructions which will not be called for in everyday, adult speech.

Language, and pre-eminently imaginative language, represents a constant interplay between Wordsworth's "natural speech" and highly specialized, non-functional and "aesthetic" uses of language. Our instinctive hostility to the reduction of literary style to the basic ground-rules of language is perhaps the most

instructive realisation of all in reading linguistic criticism: it is comfortable to continue believing that poetry is more and other than mere semantic or phonetic repetition and parallelism. This is irrational, a way of obscuring criticism behind non-empirical and irrefutable doctrines of "art".

At whatever level of linguistic structure, poetry reawakens our awareness of a wider linguistic resource than our everyday conversation. There is a remarkable continuity and surprisingly small number of available poetic devices and that very limitation forces the artist (and the everyday language-user) to confront and breach these boundaries, bringing to consciousness a suppressed component of the language. If this suggests a kind of psychoanalysis then it is true that linguistic analysis is very much concerned with "surfacing" or foregrounding those deeply unconscious elements we experience spontaneously in fine writing.

Like psychoanalysis, and with all the theoretical confusions of that discipline, much linguistic criticism is simply "work", if a little glibly, providing an empirical and quantifiable ground for critical statements we are still too willing to leave unproven and even unexamined. Theoretically and practically, stylitics often

arts

Growing art

Six Children Draw; and exhibition of children's drawings presented by the University of London Institute of Education Arts Centre in association with Suffolk Education Committee. The Bedford Way Gallery, Institute of Education, London until December 22. Graves Art Gallery, Sheffield, January 9-February 14. Six Children Draw. Edited by Sheila Paine. Academic Press £3.85. 0 12 543950 4.

In his eighteenth year when Toulouse-Lautrec began his first academic studies in art, his teacher told him, "Your painting's not bad, but your drawing is quite simply atrocious." At the same age, Millais had almost completed his seven years at the Royal Academy, the youngest student ever to be admitted, and was almost immediately to become a founder member of the Pre-Raphaelite Brotherhood. Comparing and contrasting the childhood developments of these two celebrated artists is fascinating enough but this exhibition goes very much further; Millais' work is hung opposite unknown boy's from Suffolk and Lautrec's is shown right next to that of a well-documented, autistic child's.

How people might react to these conjunctions is hard to imagine but that is only one of the very many questions raised by this intriguing and provocative show. For far too long now the art of children and the art of adults has been kept apart as if created in separate worlds, and so distinct are the different evaluations made of each that it sometimes appears that the art of children cannot be art at all. And yet, as Sheila Paine, the principal organizer of this exhibition, informs us, it now appears increasingly likely that the child's capacity to respond to and learn from adult art works is very much greater than was previously thought.

One very great danger, however, lies in the unquestioning acceptance of academic representational skills as a sign of artistic maturity. Apart from the fact that Millais was drawing like an academician at nine years old, the most serious threat to this almost universal belief is the example of that severely autistic child, Nadia Chomyn. At six she had a vocabulary of only 10 words, was very poorly coordinated in limb, yet she drew better than Lautrec and at least as well as Millais at the same age. Compared with the average child she appears to have effectively bypassed the stereotypical stages of infant ideographic and symbolic drawing to arrive, as if fully-grown, at a convincingly mature, natural

Forces of good and evil

Richard III. RSC at the Aldwych Theatre. The Importance of Being Earnest. Palace Theatre. 84 Charing Cross Road. Ambassadors Theatre.

The lights go up on a distorted black box: upstage a door opens through which a figure in grey uniform makes ungainly progress down the rake - the notoriously mimicked words start Richard III. From the beginning this Richard is hell-bent; a conscienceless play-actor whose lack of enjoyment in evil makes him seem the more vicious. As Alan Howard plays him he is not loathsome, despite Shakespeare's catalogue of deformities, but jokey, sexy, logical.

Terry Hands' clear cut direction has the same logical approach, providing reasons for what happens, making sense of multiple murder, putting the curse-trades in context. Farrow's black/grey designs are similarly lucid, powerfully concentrating the force of evil working through the play. The acting is good; Barbara

Leigh-Hunt is a riveting mad Margaret, her curses thrilling; Sinead Cusack a passionate, spirited Lady Anne frozen into acquiescent immobility by Richard's murderous intent. Derek Godfrey's Buckingham is a smooth manipulator manipulated, and Richard Pasco a finely sonorous Clarence. There are some directorial lapses (an actors' booth for the Lord Mayor's scene/a child weighed by many fine touches in the best Richard III I have yet seen. While it does not terrify, it is coolly evil, dispelling Mr Punch's image, earning no misplaced laughs).

Some of the laughs start too soon in the revival of *The Importance of Being Earnest* at Watford. Which is another way of saying that Dame Wendy Hiller is occasionally too slow as Lady Bracknell. She is also guilty of reacting sometimes instead of acting. But she makes an interesting old gorgon and her emphasis on "exploded" rivals the famous Evans' "bandage". Gabrielle Drake is a splendidly forthright Gwendolen, very much a future Lady B., and

Jeremy Clyde ideally cast as Algeron. Gary Bond lacks the gravitas fundamental to John Worthing, but he and all the cast work well, under Michael Attenborough's direction, to keep the comedy going. Joe Vane's changeable permanent setting is splendid in Act One but has a diminishing usefulness thereafter, and some of his costume designs are frightfully misconceived. To reopen this redecorated Edwardian theatre with *Earnest* was an excellent idea - as the "house full" notices prove.

84 Charing Cross Road, Helen Hanft's famous book, adapted for the stage and directed by James Roose-Evans, should bring out "house full" notices at the Ambassadors. An epistolary entertainment rather than a play, it is sheer delight from beginning to end. And Rosemary Leach (Helen Hanft) and David Swift (Frank Doel) play out their book-lovers romance with heart-warming brilliant performances that inspire superlatives.

John Jamies

Opera

In the mind's eye

Not long ago I suggested that school and college productions could do worse than model themselves on the penny-plain style set by Kent Opera, and by Jonathan Miller, in particular. The message was to cast extravagant ambition aside, make a virtue of your plimsol-string budget and dare to face naked dramatic truth head on.

A very different approach may, oddly enough, attain no less desirable an effect. The idea here is to build a bridge between the beliefs of the world into which a *Figaro* or *Fidelio* was first cast, and the utterly different expectations of today's audience. The most exciting exponents of this kind of theatre are producers like Götz Friedrich, Joachim Herz, and Harry Kupfer, all of whom have worked at the famous Komische Oper in East Berlin. No doubt the tension of working in a theatre on the very border between the capitalist East and the "democratic" socialist West has compelled them to ask, and attempt to answer, some uncomfortable questions.

One vivid instance was *Fidelio* as produced last year by Joachim Herz for English National Opera. Her question: just how optimistic is that chorus of jubilation over Leonora's rescue of political-prisoner Florestan? Is there not a dark undercurrent sounded in the music and which ought to be indicated on the stage? Answer: let Leonora remove Florestan's chains in a blaze of light then, at the momentous A major interrupted cadence, extinguish it so that behind the silhouettes of the reunited pair is seen a tableau of unknown prisoners.

Viewing this exhibition with an open mind is most certainly an interesting and satisfying as any adult mixed-show and not just because it has drawings by the famous. What Rebecca Whitnall's work has to say about a young girl's ability to absorb and transform the variety of popular and commercial imagery is as revealing as Mark Fuller's more mature attempts to resolve the conflicting demands of objective analysis and personal or social statement. In both their drawings there are repeated themes, re-worked in the light of new experience or developing technique and Fuller's published interview reveals a self-awareness already preoccupied with individual style.

For anyone unable to visit the exhibition the accompanying illustrated book and catalogue is to be recommended. As well as Mark Fuller's interview, there is a judicious introduction by Sheila Paine and five separate essays on the other artists. Written by two art historians, a psychologist and three art educators, they have their own particular contributions to make, confirming and contradicting the many different ways by which we evaluate the art of children.

Michael Clarke

unscripted appearance of the child Yniold, who arrives at Méliand's deathbed to carry her baby out into the sunlight, or so one supposes. Personally I shed not a single tear for the missing pastebord tower, etc, missing them no more than one misses a muddy battlefield in *Henry V*. After all, is it not the theatre of the mind's eye which matters most?

In *Pelléas*, we are really dealing with a theatre of fear and cruelty, and this was finely conjured by the mechanistic ballet of the mobile torture-chambers as they rearrange themselves between scenes. The topical foliage housed within their glass walls evoke that "hot-house of grief" which Debussy portrayed no less memorably in his *Proces lyriques*.

This atmosphere nurtured the anxious flower of Ellene Hannan's Méliand, ideally intertwined with Pelléas (Robert Dean), a "tête méchante" scrambling too hastily towards the light. Arkel, sonorously yet sensitively sung by John Tomlinson, led behind dark glasses, wheeling himself furiously around the stage in his bath-chair. Nell Howlett's Golaud powerfully conveyed the tragedy of natural man suffocating in an unnatural environment.

Rosanne Brackenridge's Yniold brought a surreal panel of nervous terror to her scenes with him. Vocally and musically the opera, conducted by Mark Elder, was an immense success. The new translation by Hugh Macdonald triumphed against the severe odds of finding an English equivalent for the curiously pseudo-naïve French original. If theory Macdonald's bold principles of moving stresses and dropping repeated-note clichés and quavers in order to accommodate uninflected English sounded heretical, in practice it made musical and every other kind of sense. Translators like producers, need in their degree of freedom.

Not to be missed next week is the British Premiere of the Scottish opera *Thou Musgrave's A Christmas Carol* at Sadler's Wells Theatre on December 16. There are to be further performances on December 17 (matinee and evening), 18 and 19 (mat. and eve.). Granada Television will record the opera on December 21 for future transmission, and I shall hope to write about what has been billed as "a Victorian Christmas card come to life" in my next article. Seat prices are £2-£9, with concessions for children, parties and schools, with standby seats available for students.

Patrick Carnegie

Great war effort

Days of Pride. Stantonbury Campus, Milton Keynes.

Local history came to life last month at Stantonbury Campus in Milton Keynes when Roy Nevitt, the head of drama, and arts community worker Roger Kitchen presented *Days of Pride*. This musical documentary based on the vivid World War I memories of an old soldier, 87 year old Hawtin Munda, and the townspeople of Wolverton and New Bradwell, played to seven packed houses in Stantonbury Theatre.

The cast of more than 30 included primary school children, students and staff of the local comprehensive, housewives and even pensioners in their seventies - it was community involvement par excellence. The 35-piece orchestra was led by primary school teacher Rod Hall, who with "J" Cunningham and Paul Clark also wrote the words and music.

The Stony Stratford Morris Men played the soldiery - a brilliant idea and possibly the first time that such a group has appeared on stage. Using such British devices as screen projections and simple props, *Days of Pride* traced the story of the young soldier, played by 19 year old Ian Canham (at present unemployed but helping Inter-Action's community

theatre projects). We see him call, undergo training, fight in the trenches - his capture as a POW; his story woven into events that are happening at home.

A few years ago Stantonbury Campus Drama Group presented *Changel* - a musical documentary about the coming of the railway to North Bucks. Both productions made effective use of the crowd scenes and involved many local people both on and off the stage. Every word in *Days of Pride* was based on fact using source material from the Wolverton Express, county archives and, above all, the people of Wolverton and New Bradwell.

Hawtin Munda is now totally blind, living on his own in New Bradwell. He went to the cast on the show, joining the rest of the cast, the head of Roger Kitchen stage. With the help of Roger Kitchen he has written a book about his experiences. (*No Heroes, No Cowards, People's Press*).

Isaiah Berlin's acclaimed translation of *Turgenev's A Month in the Country* has just been published in fuller form than that seen in the recent National Theatre production, and is accompanied by a new introduction. (Hogarth Press £5.50. 0 202 0540 7)

Vivreation

Lutyns: The Work of the English Architect Sir Edwin Lutyns (1869-1940).

Hayward Gallery until January 31. Houses and Gardens by E. L. Lutyns. By Lawrence Weaver. Antique Collectors Club £19.50. 0 902028 98 7.

Lutyns and the Sea Captain. By Margaret Richardson. Scolar Press £5.95 (£4.95 until December 31). 85967 646 3.

"A garden scheme should have a backbone, a central idea beautifully phrased... thus the house-wall should spring out of a brim-bush... and every wall, path, stone and flowered has its similar problem and a relative value to this central idea." So wrote Edwin Landseer Lutyns on April 8, 1908. And now, at last, nearly 75 years later, we have the opportunity to see and feel the burgeoning and growth of that "central idea beautifully phrased" that is the work of Lutyns, 50 years of a career whose celebration is the exhibition of British architecture itself.

For, from the working out of the influence of the nineteenth-century Arts and Crafts movement, the teasing "picturesque" period works of the early Surrey days, to the great houses and castles, the garden cities, the great monuments to Imperialism, Lutyns moves in a mysterious, subtly pervasive way. He plays with the seeds of English vernacular architecture, nurturing them with his own wit and invention, fortifying and enlightening them with a new classical spirit, and leaving for our century's architects a regenerating harvest which in many ways is only just beginning to be reaped.

That many of us walk past Lutyns' work without realising it says as much about the nature of his achievement as our neglect and underestimation of his work in the past 20 or 30 years. Landseer Lutyns, just as he was, is a figure of freedom, freedom, freedom, but his exploration of nature, its textures to realize, not merely decorate, form and idea, and consciously to be changed by weather and time is just one of the clues to that quality of assimilation and integration which manifests itself in a Surrey village hall, Hampton Court Bridge, in Rousers building in Fleet Street, in the Centotaph and in the Midland Bank in Manchester's King Street.

The marvel of the Hayward Exhibition is that, from floor to ceiling, it not only presents over 500 items



Folly Farm, 1906 and 1912

pictures, plans, models, furniture (Lutyns' architecture in miniature), personality, but is, in itself, a microcosm of Lutyns' achievement. From the moment one walks through the first arch, the proportions, lighting and movement of Piers Gough's exhibition design are an indivisible part of the exhibition's revelation and celebration.

From the early architectural exercise and the Surrey homes, one is led by a slope, flanked by a botanical mural, to an arch which peeps into a reconstruction of the Lutyns bedroom, a witty touch of theatricality which Lutyns would have relished. From there, two Lutynsque vistas stretch out: one down to an elegantly proportioned great houses area, decorated with seats and plants of the type used by Gertrude Jekyll in her work with Lutyns; the other, grey and dark, to the Castles, approached by a short corridor which not only looks but feels like the steps to the gallery at Lindisfarne. And suddenly, there is Castle Drogo's table, positioned as it really is at home, under a skylight echoing its circular form. On through the Georgian group, the public projects (with reptile flooring) to the sunbaked, earthenware room warm with the heat and space of New Delhi, and framing a model of the great unrealised apothecary of Liverpool Cathedral.

In one of the mercifully few glass showcases, there is a selection of Country Life publications, including the first edition of Lawrence Weaver's *Houses and Gardens*. Published

in 1913, it leaves the reader at a turning point in the Lutyns' career, yet its generously illustrated, comprehensive survey of the work up to the beginning of the Great War well justifies its handsome reprinting in a facsimile edition. Weaver's sturdy and direct, yet graceful and leisurely prose gives the book a strangely apt sense of space and timelessness, his own terse and astute observations mingling with those of writers of the past to make it as valuable for long-term reference as for immediate enjoyment.

The little book by Margaret Richardson, who compiled the excellent catalogue for the exhibition, shows us Lutyns' fanciful notes and sketchbook "Inventory and some inventions" for the projected house of a sea-captain, Edward Weatherston (Lutyns' archivist to the wall), a "bible" for waste-paper baskets, and some Lear-esque verbal and visual jestings are just random manifestations of a quality which Lutyns - and to its great credit - the Hayward exhibition itself - emanates, that of Vivreation. A word coined by Lutyns to describe all unifying, light-hearted activity, it epitomizes that sense of being surprised by joy, of the creator's wit, something even of that very "blitheness" that Walter Pater saw in Hellenic culture, and which has left a gentle smile on the face of British architecture that may weather but will never be eroded.

Hilary Finch

Round table manners

Theatre Centre's special project for small primary schools in the South-West is Sir Gawain and the Green Knight, sponsored by the Arts Council and previewed in London last week. Over the past few years, Theatre Centre has built up a reputation for exceptionally high standards of writing, production and performance. Their specially written shows for children focus on challenging subjects, and use all the emotional and impact of theatre to connect their young audiences with this content. They have shaped the old "myth and magic" puppet by its stylization, its token puppetry by the children, its endless role-swapping by the performers. These were the hallmarks of the Brian Way era, and they quite justifiably earned Theatre Centre a solid reputation for good children's theatre 20 years ago.

Under the direction of David Johnston, the company has become closely linked with the more muscular Theatre in Education movement, tackling difficult issues such as racial tolerance, disability, colonialism, ecology and, to mention but a few of their recent themes, and all these have been explored through tight dialogue, lively characterization, earthy jokes and much humour.

How surprising then to note in the programme, the somewhat limited aim of the new show: "to provide a vivid theatrical spectacle", in which presumably the medium is the mes-

sage. Certainly the play, imaginatively designed by Bill Fitchell, has spectacular visual effects, especially the clever use of parachutes which are held out by the audience at various points in the story to represent the Round Table, a snow storm, the wind in autumn, etc. Children will enjoy operating the parachutes, and later on being the forest through which Sir Gawain has to hack his way to meet the Green Knight. They will doubtless find the use of cloaked sticks for horses, bits of paper for autumn leaves wafting over the golden parachute, and stretched gauze for masks, clever and arresting.

But, if the children I took to the show with me (aged 6-11) are anything to go by, they will not feel any great involvement with the story or the characters, much less any concern with the moral dilemma about honour and valour which the legend demonstrates. In the opening sequence, the audience joined with delight in the games of co-operation using the parachute and a ball, and one assumed that these exercises were an important symbolic representation of the comradeship and mutual responsibility of the Knights of the Round Table, not an extended "getting to know you" session. But this involvement was not developed beyond the physical level anywhere in the show. The children were not asked to take any collective responsibility or joint decision, or contribute any ideas towards solving the problems encountered by characters with-

in the story. Neither were they encouraged to experience the problems vicariously through strong identification and empathy with the characters.

David Holman, who wrote the show, is probably the toughest, most experienced children's playwright in the country. He can create powerful moments of suspense and terror, of hilarity and sympathy, but there are few of these in *Sir Gawain*. It is difficult to understand why he and Theatre Centre have agreed to put the clock back and offer country children "affective learning". The rather than "affective learning". The show will probably be well received, for it is impeccably performed, but I cannot help feeling that Theatre Centre have wasted their opportunity to offer a taste of their usual challenging work to small country schools. The South-West is starved of TIE and of professional companies committed to giving young people important learning experiences through theatre. On the basis of this show, the local education authorities could be excused for thinking that what they are managing without is an attractive fill. It is unlikely as to jog them into realizing that they are failing to provide their schools with one of the most effective educational resources to have emerged in this country this decade.

Pam Switczear

Your details from Theatre Centre 01-435 0163.

arts

Energy prescription

The Poor Man's Friend. Bridport Community Play. Colfox School, Bridport, Dorset.

The measured terms of critical appraisal won't do: this is a smashing night out. You cannot remain detached from *The Poor Man's Friend*, especially if you take the director's advice and wander among the crowd and the players in the central space of the Colfox School hall during the action.

Actors and audience draw from each other. Not merely through casual encounters - a young dandy might offer to box a few rounds with you - but much more vitally in spiriting up a rare conviction. Those eyes a yard from yours are blazing with the rage of mourning a lad hanged for a schoolboy prank; they do not belong to an amateur actor, schooled in gestures, offering a surface.

If you live in Bridport, there must be a fair chance that the place will never seem quite the same again. For the 150 members of the cast, including some 30 schoolchildren, have been enabled to touch and taste the town just after the Napoleonic Wars, caught in recession, with many of the workers in its staple rope-making industry destitute. Hard times breed harder laws: the only sale for rope is the fifteen feet needed for a hanging.

After a first half in which a collage of the town and its characters has been pieced together - perhaps a little slowly - the strands are worked into a single story. Many of the connexions are made through Dr

Roberts, the town's "famous man", connoisseur of the patent cure-all, "The Poor Man's Friend". Neither he nor his potions are of any use to the puzzled youth, Sylvester Wilkins, tried and condemned to death before the town's impotent gaze. The true poor man's friend is a hangman, tormented by his trade, who turns the boy off as painlessly as he can. The evening ends with a marvelous triumph of ghosts weaving among us, singing a throbbing welcome to Sylvester as they bear him on their shoulders. A slow smile spreads across the boy's face for the first time: his life had offered him no such happiness.

The whole thing could have been such a pretentious mess. Instead, there are some finely devised moments - a soothing wind, a fire catching and crackling around us, a spreading of taut white shawls about the boy's corpse. Ann Jellicoe's direction, the emphatic, ballad rhythms of Andrew Dickson's music and Howard Barker's script impose an absorbed discipline upon their cast; look where you liked, each actor was there.

One evaluation must come later. New energies in the community ought to be released, as the programme - neatly packaged as one of Dr Roberts' prescriptions - earnestly hopes. There may well be a vacuum in the immediate aftermath; but people around Bridport are, report has it, talking to one another beyond politeness and convention. It must be exciting to learn you can make something so good together.

Geoff Fox

New paintwork

The Ragged Trousered Philanthropists. Cockpit Theatre.

The ragged trousered philanthropists of Robert Tresselt's novel are the down-trodden house-painters of Edwardian England. In Nigel Townsends' new adaptation of the work for the Cockpit Theatre, Marylebone, however, they could have been our contemporaries - Peter Terson's apprentices perhaps, or even drinkers from the pub across the road.

It was this which gave the show its peculiar resonance. The vulnerability of the exploited masses and the frankly subversive message preached by Owen, Tresselt's alter ego, struck the audience with as much force as they must have done Tresselt's original readers. Possibly more, for Mr Townsends wisely avoided any temptation to hector, lecture or force overt comparisons. His spare, economic staging allowed the audience to judge for itself. Simultaneous scenes showed something of the lives of the house-painters, the smug, blinkered

bourgeoisie whose houses they painted and also the struggle of Tresselt's daughter to see her father's work published.

Tresselt's anger was still there but never intrusively so. Even in their portrayals of the insensitive, cigar-smoking rich the young Cockpit company maintained a disciplined commitment, stopping well short of caricature. (On the other hand the busy mimes, burlesque and songs of the corps of house-painters were a delight to watch.) A mixture of trained and untrained actors, the cast of 18 had been part of the project from the beginning, improvising around the work even before a script was written. *The Ragged Trousered Philanthropists*, one felt, meant something very special to them - a feeling that was reinforced by a doleful programme note revealing that only one has any firm work to go to after the production closes.

Hugh David

The Ragged Trousered Philanthropists transfers to Theatre Space on December 15 (01-836 2035).

It's magic

A company that sends ahead of itself into classrooms posters advertising magic has to live up to those expectations and that is just what the Platypus Theatre Company is doing with *Stanley's Magic Moments*. At Great Bridge Junior School in Tip-top, Birmingham, without benefit of any kind of theatrical lighting and playing against the uncurtained gothic windows of the small school hall, the actors delivered what they had promised by sheer delight, in their craft.

The play, which will be seen mainly around the Sandwell area of the West Midlands, has been directed by Steve Purcell and adapted by the company from George Peele's *The Old Wife's Tale*, an Elizabethan romp that is everyday life, folk superstition and psychology woven into one with a lovely unexpected romantic ending.

Stanley (Steve Johnstone), a road sweeper, finds a tapestry and, like a Time Lord, gets looped into its story. His no-nonsense wife, Madge (Angie Milan), whose sheets on washing lines make an ingeniously mysterious set, becomes a humorously commenting chorus,

sitting for much of the time in the audience making sure the children know what is going on.

Stanley becomes a knight whose mission is to rescue a young woman from the power of an evil magician - played as a swaggering Elvis Presley figure - who has stolen the face of a young man of goodwill. A clown, two sisters - one pretty and bad, the other ugly and good - along with a man back from the dead all play their part. There are some old husbands' stereotypes here but the mystery and fun subsumes them into the rough eloquence that this company is perfecting.

D. J. Hart

Impressions of Paris seen through the eyes of the painters

This delightful 25-minute film capturing the charm and beauty of romantic Paris through the eyes of the painters. It contrasts the City as it was, on the canvas of its artists, and as it is today in photographs that dwell on essential character. Available free on loan to bona-fide societies and organizations. Apply to:

TIME OFF LIMITED
2a Chester Close, London, SW1.
Tel: 01-236 9076.

books

Lingo

Status and Trends of Distance Education. By Börje Holmberg. Kogan Page £11.95. 85038 414 1.

When one appreciates that "Learning can occur without the presence of a teacher" is but one of the many equally revolutionary findings described by Professor Holmberg, in this slight yet fatuous volume, one must question whether the world of education methodology will ever be the same again.

Bearing in mind the wealth of platitudes that decorates its pages, the answer must be a resounding yes. This is not to say the professor's subject is unimportant. As the perceptive reader will already have deduced, his concern is "non-contiguous interaction between students... the tutors"; that is, a teaching situation in which there is a

"physical separateness" between learners and teachers. As the professor observes very early in his treatise, this "separateness" can be overcome by means of audio or video tapes, TV and radio programmes, a two-way audio link (such as a telephone) or, as his research reveals, "a printed course... can be highly effective".

It is important to note that Professor Holmberg regards "organized distance study as a mediated form of didactic conversation" and it is on this philosophy that he bases all his studies; studies which cover the de-

Educationally speaking

velopment of reproduced courses (e.g. books), communication in distance education (usually provided by correspondence), administration and evaluation.

As he points out, so rightly, organizers know that they must "bridge the gap between what the learner already knows and what he needs to know". Should this seem like stating the obvious, one must stress that other of the professor's findings are more debatable. Having pointed out that the distance learner is likely to lack socialization experienced in face-to-face learning situations, Professor Holmberg submits (but does not prove) "that adult distance students automatically acquire this...

in their normal social life"; but, on a later page, he does admit that short residential courses and face-to-face sessions are valuable for the "stimulation of fellow students". But perhaps the most challenging conclusion is his suggestion that "psychomotor objectives ie skills such as surgery... do not lend themselves to distance study".

That Professor Holmberg should invent a language of his own in which to present his work will come as no surprise when we read in his third chapter that "verbs like know, understand, realize, grasp, master are particularly ambiguous". No wonder then that he prefers to write of "standard taxonomies", "aptitude-treatment-interaction research" and the problems of teaching "holists in a serialist manner". As the author says, there is "a medium value between extreme succinctness... and long-windedness". Indeed there is.

After this, it is sad to report that this is a flawed work. The flaw is the bibliography which, as the professor admits, is "necessarily selective", limited as it is to a quarter of the total extent of the book. Still, the printer has managed to cram many hundred references into its 53 pages. Scholars will nevertheless lament the decision to restrict these references to works published in English, German, Swedish, French, Norwegian, Dutch and Spanish.

David Self

Know how

The Knowledge Revolution - Making the Link Between Learning and Work. By Norman Evans. Grant McIntyre £10.95. 0 86216 055 3. £4.50. 0 86216 056 1.

At a time of threatened retrenchment in higher education, a book that examines alternative methods of organization and teaching at this level must be welcome. *The Knowledge Revolution* suggests that more people could benefit from higher education, that wider varieties of ways of studying for higher education are needed, and that whatever the source of an individual's knowledge and skills, it should be eligible for formal recognition. These developments, it is confidently maintained, should happen without lowering standards and would not cost more; in some American universities they are happening already.

The most interesting part of the book is a chapter on that American practice. The universities become something like knowledge brokers where the student outlines his field of study while the university negotiates appropriate support which becomes a "contract for learning" both inside and out of the university. In one degree programme mentioned, previous courses undertaken at a community college, together with "contract learning" work with a police department formed the major part of the course.

This flexibility has numerous attractions: increased recruitment, easy enrolment at any age, broadening of the universities' view of what counts as "academic", much closer links between higher education and "work", and, music to the ears of governments on both sides of the Atlantic, money from sponsorships, therefore less costs to public funds.

It is all a little like the earlier de-schooling movement applied to higher education and for many reasons that should be welcomed, but I suspect that universities will be even less impressed.

It would of course be marvelous if the two A level minimum entry could be dispensed with, if there were easier access to higher education, recognition of experience gained elsewhere, and if there could be much more flexibility in allowing students to move between study, work, parent-hood, etc.; gathering credits towards a degree.

This book makes all the points but in many ways it is not as interesting as it is its theme. It is very repetitive. There is material here for a good provocative article, not for a 176 page book, but if there is a need to reconcile a growing demand for higher education with less resources to achieve it, this book may have some of the answers. Patrick Eavis.



This is one of 62 spectacular photographs from *Man as Art: New Guinea Body Decoration* (Thames and Hudson £20.00). As photographer Malcolm Kirk points out in his foreword, these are not "fabulous photographs" but a unique record of "fabulous images". Anthropologist Andrew Strathern provides an authoritative background text.

Books in print

Silk-Screen Printing For Artists and Craftsmen. By Matilda and James Schwalback. Dover £4.15. 0 486 24046 0.

The Complete Guide to Prints and Printmaking. Edited by John Dawson. Phaidon £13.95. 0 7148 2184 5.

Silk-screen Printing is a reprint of a Canadian manual first published 11 years ago. Although it is good technically, and covers both paper and fabric printing, it is by no means new, what dated, e.g. transfer printing, which is now in general use, is spoken of as a technique "we can expect in the final years of this century".

The diagrams and instructional photographs are excellent, but the designs are hopelessly dated, being a mixture of Op Art crystal formations

and "organic" abstractions. However, the worst feature for the English reader is that the sources of materials given are all products from the USA or Canada.

The Complete Guide to Prints and Printmaking is an excellent comprehensive manual. It is clearly set out and starts with an historical introduction which includes a chart of dates and a summary of the various processes. It is lavishly illustrated, often in colour, and contains a glossary, sections on mounting and display, and care and restoration. The materials used are named in context and included pictorially under the heading "The Studio".

Great care has been exercised by leading printers to ensure that this guide becomes the definitive aid and reference book for printmakers. Betty Tadmor

Uttering, muttering

Joan Tamburrini on language research

Language and Learning: the Debate Between Jean Piaget and Noam Chomsky. Edited by Massimo Platelli-Falmarini. Routledge and Kegan Paul £9.75. 0 7100 0438 9.

Learning to Talk. By John McShane. Cambridge University Press £10.50. 0 521 22478 0.

Child Language. By Alison J. Elliott. Cambridge University Press £12.50. 0 521 22518 3. £4.50 0 521 29556 4.

Language and Learning consists of edited transcripts of a debate between Piaget and Chomsky in which they discuss their central theoretical tenets. In addition to the presentations of these two main protagonists there are commentaries by other participants who include a logician and philosopher, a psychologist, a biologist and a mathematician.

Both Chomsky's and Piaget's discussions are marked by two striking features. First, the amount of attention that each gives to research on language development to support his contentions is negligible. Chomsky defends his claims on language acquisition by drawing on examples of structure in adult language, while Piaget's account of the role of language in intellectual development rests on biological and mathematical models and his research on the development of logic-mathematical concepts. Second, they both neglect the role of social experience in language acquisition and development. Chomsky pays scant attention to experience of any kind, while Piaget emphasizes the child's interaction with his physical environment but underemphasizes the role of his social environment.

This criticism is not meant to diminish the contribution of Chomsky to our understanding of language acquisition and of Piaget to our knowledge of intellectual development. Their theories have yielded insights and problems which, in turn, have generated the hypotheses underlying a considerable number of the research studies reported in the books by McShane and Elliott. It is the nature of a healthy science that its research findings should require continual modifications of previously established theories.

McShane's observational study of the development of the language of six children in the second year of life is reported in *Learning to Talk*. It illuminates the role of social experience in language development.

McShane's central argument is that language development is the product of intentional communication between a child and other people. Following Grice he argues that one has to understand intentions in order to understand meaning. He reports several studies which show that from the earliest months of life a child's utterances are treated by his caretaker as though they were intentional, so that a child learns to behave intentionally as he gradually comes to understand that there are contingent relations between his own utterances and the behaviour of other people. McShane's own observations support these studies in that they indicate that communicative intentions are evident in utterances devoid of semantic content.

McShane's major contribution, however, lies in his study of the development of naming. Piaget's account of language and thought has virtually ignored the importance of this development. The influence of Chomsky's theory of an innate capacity for acquiring language has been reflected in the assumption that the single word utterances of the young child are holophrases derived from a deep structure sentence, so that, for example, the utterance "book" stands for a sentence such as "give me the book" or "that is my book". McShane's study shows that some single word utterances are not

holophrases but constitute naming.

This develops in joint activities between child and adult, often involving looking at picture books, in which the child's utterances are treated as though he intended to name objects. In such situations a child learns to utter names at appropriate points in the ritual. McShane argues that the development of naming is the basis for the development of language structure. When the child acquires the insight that what he has been doing in these ritual activities is naming, when he has understood, that is, that objects have names, he has begun to understand the use of language to talk about the world. If there are words that refer to attributes and actions. McShane claims not only that the use of words to refer to attributes and actions follows shortly after naming, but also that they are the direct result of it.

Elliott's book is more wide ranging in two senses. First, in addition to the theories of language acquisition and studies of early language development covered by McShane, Elliott discusses investigations of language development in early and middle childhood, studies of bilingual children, and language and social class. Second, she discusses the implications of these studies for learning and development in general as well as for language development per se. She believes that there is little justification for viewing language as a body of knowledge separable from other aspects of intelligence. She argues that any adequate explanation of language development must take into account the development of intellectual and social abilities, and, conversely, that our understanding of these latter requires an understanding of language development.

The research evidence reviewed by Elliott certainly suggests close interrelationships among language development, intellectual development and social experience, but it also suggests that the debates that have dominated the area in the past about whether language determines thought or vice versa are much too simplistic. These interrelationships would seem to be more complex than that, their precise nature varying according to the stage of development and the aspects of language, thought and social experience concerned.

An educationist reading these books is faced with a dilemma. Language development has become a difficult area of study, partly because the reader requires some knowledge of technical terminology drawn largely from linguistics, and partly because research studies have burgeoned in recent years and differences in interpretations of their findings are often subtle. Thus, although McShane and Elliott both write lucidly, their books are not suitable for students whose courses include only a minor component on language. They are most suitable for students of linguistics and education whose courses devote a generous amount of time to the topic. Yet teachers need to be acquainted with recent findings. Elliott's message that language should not be viewed as separate from intellectual and social aspects of development and experience is by no means universally reflected in educational practice. The Backlog Report criticized the practice of requiring pupils to work through language exercises isolated from the remainder of the curriculum. Some years later the Survey of HMI made the same comment. Tutors concerned with both pre-service and post-service teacher education will find much in these books with which they would wish to acquaint their students.

Disentangling egotrips

Paul Harling on primary mathematics

Teaching Mathematics to Young Children (2nd Edition). By Dennis Hargreaves and Winston £4.95. 0 10 90292 0.

Children Learn to Measure: Foundation Activities in the Classroom. A Handbook For Teachers. Edited by J.A. Glenn. Harper and Row £2.95 0 06 318156 1.

Basic Numeracy Skills and Practice. By John Newbury. Macmillan. £2.95. 0 333 29336 3.

Back up all those who read handbooks for teachers! I see... not many. So who buys books like these - and having bought them, who reads them? I think I can count on one hand the number of practising school teachers. I know who will voluntarily seek and read a handbook for teachers dealing with mathematics curriculum. The exception of the rest include shortage of time, energy, cash and - dare I say it - interest.

So, the market for these books is rather narrow, being confined mainly to the libraries of universities, colleges and teachers' centres. A number of copies will be sold to individuals who have a special interest, but the bulk of private orders must come from the required-reading lists issued by INSET leaders, or from head teachers embarking on a development scheme and trying to expand the staffroom library.

Of course, the classroom teachers in right to distrust handbooks. Teachers are busy and lack resources, and are expected to teach so many things. Because of this they are crying out for carefully graded, usable and cheap textbooks, workbooks or work books. They do not want to begin each term and week by having to disentangle the mathematical egotrips of college or university based authors. Their ivory towers are much too high for the average guy or gal at ground level who is looking for practical advice rather than theoretical rambling. Right, that's the usual prejudiced attitude (but not always inappropriate) that teachers react out of. Now let's try to be objective about this small selection from the vast range of books of choice for teachers of primary mathematics.

Teaching Mathematics to Young Children is a new edition of an old

favourite of many initial teacher training establishments. It deals with the majority of the mathematical ideas which could be introduced to children between the ages of five and nine years and encompasses the topics of number, pictorial representation, geometrical ideas, length and distance, time and the calendar, capacity and volume, heaviness and mass, surface and area, and money. Each "topic" is carefully sequenced both conceptually and chronologically and the suitable ages for introduction are clearly indicated. It is a very thorough book, at times overpoweringly so, and I recommend it highly. It is definitely not a book to be read at one sitting, but should be used to clarify and develop the sometimes hazy sequencing of many of the available published schemes for the age group. There is an excellent index. Every primary school should have at least one copy.

Children Learn to Measure is part of a brand new series of volumes dealing with several of the basic subject sections of a primary mathematics curriculum. It is designed as a working manual of activities for the use of practising teachers who are not necessarily specialists in mathematics. It is excellent, as are the companion volumes of the series. The sequencing is first class and it is written in an easy-to-read style which emphasizes that its authors are teachers writing for teachers. My only misgiving is that the production of books specializing in subsections of the curriculum tend to disintegrate the one subject in which an integrated "spiral" approach is essential.

The publishers of *Basic Numeracy Skills and Practice* have been rather naughty. The preface clearly states that it is suitable for children and teachers in primary schools as well as in the later years - it is no such thing. Even the title is misleading. I cannot agree that "basic numeracy" allows the author to presume a knowledge of all four rules with large numbers, plus a recognition of the concept of negative numbers, and then to deal with fractions in five small pages, the manipulation of negative numbers in six pages and then to proceed straight into algebraic manipulations including quadratic equations. The sequence continues at a stunning rate. There is certainly no place for this book in a primary or middle school and I would be hard pressed to allow it to be used as a text for the wide range of available CSE or GCE related texts for use in high schools.

A child's eye view

My Holidays in Pakistan. By Nadia Bakhsh. QRB Publishers, 48 Alderney Gardens, Barking, Essex. £10.00 + 20p postage. 0 907577 00 8.

This little booklet by Nadia Bakhsh deserves attention as the work of the youngest published writer, to my knowledge, in the country. She was not seven when she first completed the journal of her holidays in Pakistan, and less than eight years old when she amplified certain sections for interest or information. Her text is some 13 of the 23 pages, the rest being maps, charts, amateur photographs, a glossary, and a page of information on the Pakistan International Airlines. The text appears to be unimpaired by adult hands, and Nadia must be incredibly disciplined to have kept to this project for eight years. We have in this little booklet a child's perceptions, impressions, explanations, pleasures, and disappointments.

While there are several small publications now catering to Britons of Afro-Caribbean backgrounds, there is not a single one in English cater-

ing to those of Asian backgrounds. This is partly because the Asian community is more scattered than the Afro-Caribbean one, partly because it has more bourgeois aspirations and is more assimilated, and partly because it is more divided by religion and language, for example. The result is that any compilation of Black British literature produces an overwhelming majority of Afro-Caribbean work, with far fewer (if more eminent) Asian contributions. There is little published work by Asian youngsters, and this is another reason for welcoming the booklet.

It is one of those strange things, difficult to explain, that an increasing number of black Britons are publishing work produced by their children, while white (or pink) Britons seem relatively disinterested in the work of their young. Of course there is a lot written for the average British child (by middle class adults, admittedly), but there is little for black children written by anyone, at least little with which black children can identify - and what better than the experiences of another black child?

Prabhu S. Gupta

Children's literature

Playing Beatie Bow. By Ruth Park. Kestrel £5.50. 7226 57714. The Golden Goose. By Ivan Southall. Methuen £5.50. 416 21360 X.

Readers of earlier Southall books are in for a considerable shock with *The Golden Goose*, unless they have already read *King of the Sticks*, the story of which it continues. For *King of the Sticks*, Southall adopted a form of poetic prose which lent itself well to the larger than life characters and plot, but in *The Golden Goose*, the whole mechanism seems to have run away with its creator. There is no strong story-line to carry the reader forward, and the plot goes round and round upon itself, taking an inordinate length of time to come to the point. Custard and his "rescuer" Preacher Tom, now turned Prospector Tom, from the earlier book travel an aimless and circuitous route across Australia, followed by Tom's sons (also from the previous book), a band of riffling hoping for profit of some kind, and lastly the relentless figure of Custard's mother "The Amazon".

The characters have already been well established, and they are unable to sustain the burden of amplification that Southall continues to heap on them. When, inevitably the climax of this pseudo-legend is reached, the reader has become so hypnotized by the sing-song style that not even the descent of the mob, crazed with gold-fever, can rouse much excitement. Drama and humour alike are reduced to the same even tone. At the end, Big Tom is dead, killed by the mob; his sons are distraught, the mob cowed by the redoubtable Rebecca, come to rescue her son, now known as "The Golden Goose", while Bella and Seth wait at home for the third episode in this off-beat trilogy. One publisher's blurb described the books as "for thoughtful readers"; certainly they are not for those seeking the gripping suspense



Two ABCs by Walter Crane, first published in 1874. *The Absurd ABC*, and *An Alphabet of Old Friends*, are reissued in one volume by Thames and Hudson (£4.95). In strong, vibrant colours, with a predominance of gold and red, these early children's books evoke another age of education as well as design.

one formerly associated with Southall.

Playing Beatie Bow is a very different kind of tale, although it too has an Australian setting. Fourteen-year-old Abigail, who lives with her mother in Sydney, cannot forgive her father for walking out on them four years ago, nor her mother for being so eager to have him back again now. Watching the spooky game of Beatie Bow, she first sees the "little furry girl" (Beatie herself) and when later, she gives chase, she suddenly finds herself transported back a century in time. The Bow family who keep a sweet shop take her in as "the stranger" who has come to fulfill a prophecy and protect their visionary "powers" for another generation.

Valerie Alderson

Literary lace-making

La Dentellière. By Pascal Lainé. £2.25 423 50820 2. Les Mots. By Jean-Paul Sartre. £3.25 423 50560 2. Methuen Twentieth Century Texts.

Both the text of Pascal Lainé's *La Dentellière* and the excellent introduction to it by Michael Tilby in this latest addition to Methuen's Twentieth Century Texts series suggest an answer to a question often asked by teachers of French in sixth-form colleges of education, polytechnics and universities: are there literary authors which can be added to the works of Anouilh, Bazin, Camus, Mauriac and Sartre in order to bring the study of modern French literature in institutes of higher and secondary education in this country rather more genuinely up to date? The answer, as befits a text which is "modern" in a self-consciously literary way as well as in a purely chronological sense - *La Dentellière* was originally published in 1972, five years before the successful film - is both yes and no.

If you think that girls and boys ought to be given the chance of studying, as a salutary demonstration of the inevitably solipsistic nature of all literary works, then this is a good book to put on the syllabus. It is short, the French is not too difficult (though it is not easy), it tells a comprehensible story in understandable terms, and gives an interesting if disappointingly brief insight into French working-class life. But as Dr Tilby points out, the book had to be considerably expanded in order to make an interesting film, and *La Dentellière* is so deliberately low key in action and characterization that the most boring masterpiece in French literature, Flaubert's

French and rather pointless exercise of trying to define the nature of literature.

Les Mots is nevertheless one of the seminal works in twentieth century literature, and one which is interesting to compare and to contrast with *La Dentellière*. For while both Lainé and Sartre agree in accepting a hatred for the middle class as the only possible attitude for a writer to adopt, the fact that *Les Mots* is, as Mr. Nott observes, "always firmly based in reality", shows how much Sartre remained, from a literary point of view, a man of the nineteenth century. He never accepted the structuralist premiss running through *La Dentellière* that literature can really talk only about itself.

Philip Thody

UNPOPULAR EDUCATION

Schooling and Social Democracy in England since 1944

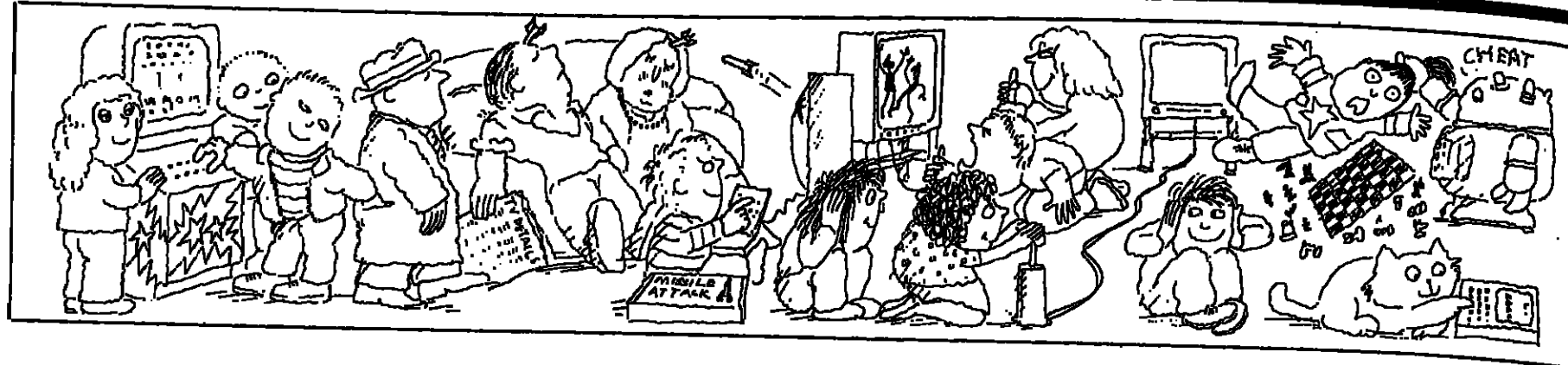
EDITED BY COLIN CLAPHAM AND J. H. COLEMAN

"Unpopular Education would be a valuable book if it did no more than document post-war educational thought in scrupulous and empirically rich detail. But it goes much further than that. Its analysis raises methodological and political questions of central importance to socialists and feminists working in and around the education system." Screen Education

£12.00 cased 09 138960 7 £4.95 paper 09 138961 5



HUTCHINSON EDUCATION 17 Conway Street, London W1



Invasion of the micros

Bill Hicks predicts fierce struggles for possession of the television screen in homes this Christmas

Space Invaders, Asteroids, Star Wars and their many microelectronic progeny, having successfully completed their infiltration of public places are now well into the domestic phase of their campaign. This Christmas should mark a further victory for the video games. Thousands of parents will be forced to arbitrate in a fierce struggle for possession of the television screen. Will it be *The Sound of Music*? Will it be *Gone With the Wind*? Or will it be *Missile Command*, courtesy of the Atari Games Computer?

One factor that could influence their decision is the extremely bad review which video games have received this year. They have been blamed for rising truancy, theft (as the addict plunges into petty crime to sustain his expensive habit), mental debility, and most other forms of juvenile delinquency. They are accused, like soft drugs, of leading to harder things.

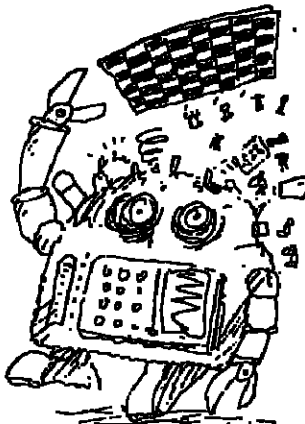
Inevitably, such criticism has merely increased their appeal to children. Manufacturers of the home-based variety seem well aware of the dichotomy of interest, and have been at pains to dissociate themselves from the seedier aspects of the industry, placing emphasis on the "educational" potential of the games. At the same time, the often gaudy packaging is strongly reminiscent of the arcade.

The educational claims cannot be dismissed out of hand. Beneath the packaging, the close-similarity of the games computer to computer-assisted learning equipment is unmistakable. Teachers who are beginning to explore the potential of video recorders, teletext, videodata and microcomputers can hardly have failed to notice the success of the commercial games merchants in capturing young imaginations, and - as is often the case - workers with disabled children have been among the first to exploit innovation, recognising that even some of the most outrageously-titled video games offer good training in motor reflexes and eye-brain coordination.

Electronics have been applied to virtually every form of parlour game during the last few years, largely because of the proliferation of cheap microchips which can cope easily with the purely logical basis of game rules. These, linked either to LCDs (for the simpler games) on television screens, are at the heart of a multi-million pound industry which ranges from the £10, hand-held toy or diversion such as pocket solitaire, to the £300+ home computer with games-playing as one of many functions.

These have developed specialized offshoots such as electronic chess machines, and have gained many devoted followers.

Television games - those which require a separate television set for display - now represent the mainstream of this industry, and its most flourishing sector. Typically, these comprise a "computer unit" or console which plugs into the serial socket of any 625-line television receiver, converting the screen into the theatre of action. This can be a chess board, a football pitch, a medieval battleground, or the outer reaches of the galaxy.



Players are represented by moving "blips" (which appear as spacecraft, or footballs, or whatever is appropriate) which are controlled by joysticks, steering wheels, "paddles", or, for the more cerebral games, by a full alphanumeric keyboard. The more powerful the memory in the games unit, the more complex the games can be, the greater the number of moving objects, colours and unpredictable events on screen.

The simplest of these systems provide a set number of similar games. These, in the parlance of a jargon-bound trade, are called "dedicated" units, to distinguish them from the incorrectly-styled "programmable" units for which ranges of interchangeable games cartridges are available.

A good example of the dedicated television game is the Grandstand 6000 Video Sports Centre, with 10 basketball (about £24). Its more sophisticated brother, the Grandstand 4600 "Kevin Keegan" unit (£25) boasts an integral loudspeaker and a toy handgun for use with the two "shooting" games.

This bloodthirsty element, it should be noted, is not confined to

the cheaper end of the market. One manufacturer, though trying hard to improve the image of video games, has to admit that its war-games cartridges outsell all others by a factor of four to one.

Of programmable systems, the best-seller (probably because it boasts the one genuine Space Invaders cartridge) is Atari's XK2600 Video Computer System sold in the UK by Ingersoll Electronics for about £130, including one 27-game "combat" cartridge, power unit, aerial switch, a pair of joysticks, and a pair of paddles.

About 40 other Atari cartridges are available, ranging from the "standard" titles such as concentration (eight tests of memory), Codebreaker (20 games of the Mastermind type), and Basic Maths (simple arithmetic problems) at £15 each - to "advanced" cartridges for £34.50 each, including Chess, Backgammon and an introduction to BASIC computer programming. The Space Invaders cartridge offers 112 varieties of the cult-status game for £29. Some of the games can be played by up to four players, against a maximum of two in most other systems.

An increasingly strong rival to Atari is the Philips 7700 Videopac system, whose elegantly-styled console (about £100) appears to be aimed at a more mature customer. The original 27 cartridges (about £15 each), however, followed the sports, war and sci-fi mix established by Atari rather closely, with a fair sprinkling of specifically educational and instructional cartridges.

Recently, Philips made an effort to re-launch the system with a number of a new, more original titles including Musician, which it is claimed can teach the absolute beginner the basics of music notation, reading and simple keyboard playing. The cartridge (£30) is supplied with a plastic overlay which converts the G7000 alphanumeric keyboard into a 16-note piano-type keyboard. Treble and bass staves appear on the screen, with the notes and rests appearing in their correct positions as played.

The quality of the synthetically-generated tones may not please some ears, but the ability to compose, record, play back and edit one's own tunes, or to practise sight-reading from pre-programmed exercises, could certainly help the non-musical child or adult through several barriers to understanding.

Next year, Philips is to introduce an additional £7000 module to the G7000 system, which, for about £75, will give it sufficient computing power

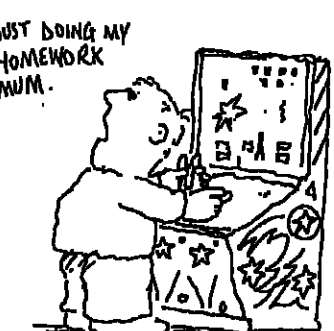
to play chess six moves in advance of its human challenger, presumably, more practical ways of exploiting this power will also be devised.

The most powerful and expensive programmable games unit on the market is the Mattel Intellivision (about £200), distributed by ACE Ltd. It is based on a 16K microprocessor, which mean it can store 16,000 "bytes" or units of binary information. This is about the same as an average home computer, and more than twice the power of Atari and Philips units.

In terms of games-playing, the extra capacity is immediately apparent in the superiority of graphics, with 16 colours instead of the usual eight, three-dimensional and perspective effects on football pitches, and a surprisingly convincing pilot's-eye view of the void in "Space Battle".

The sound effects are generally more demanding. Disappointingly, however, the 25 or so cartridges available so far (about £18 each) are all versions of old favourites. Mattel is expected to introduce a unit to convert the Intellivision into a full-function home computer, but the price will probably be about the same as genuine computers already on the market.

Several other programmable systems are available, including the Haninex Intertex VC4000, with a 30-cartridge list, the Rowtron TV Computer System, and Database - a system once made in Hong Kong for Waddingtons, but now owned by a



JUST DOING MY HOMEWORK NOW.

young British company, Voltmace. This company has just installed its own computer to enable it to design cartridges specifically for the British market. It is to be hoped this will inject some fresh ideas.

As mentioned, several manufacturers are planning to develop their own systems into devices which could be more properly termed home computers. Some, notably Phi-

lips (which already has a microcomputer division) are reluctant to confuse two separate markets. Personal computer manufacturers, on the other hand, are well aware of the popularity of games, and most include a selection of popular titles in their software catalogues.

Sinclair Research, for example, whose astonishingly cheap ZX81 personal computer has proved enormously popular, now offers two six-game cassettes for £3.95 each, as well as a "Junior Education" cassette with seven spelling and arithmetic programs.

Atari, with its new and extremely comprehensive 400/800 series of personal computers, is offering a general educational/business package which seems to have equally strong appeal at all levels. The basic 400 computer, costing about £345, can play Asteroids and Space Invaders better than most games-only units, as well as teaching computer programming, or conversational Italian, or calculating personal biometrics, or keeping household accounts in order, or providing a link with international databases via the Telexlink programme and an acoustic modem telephone.

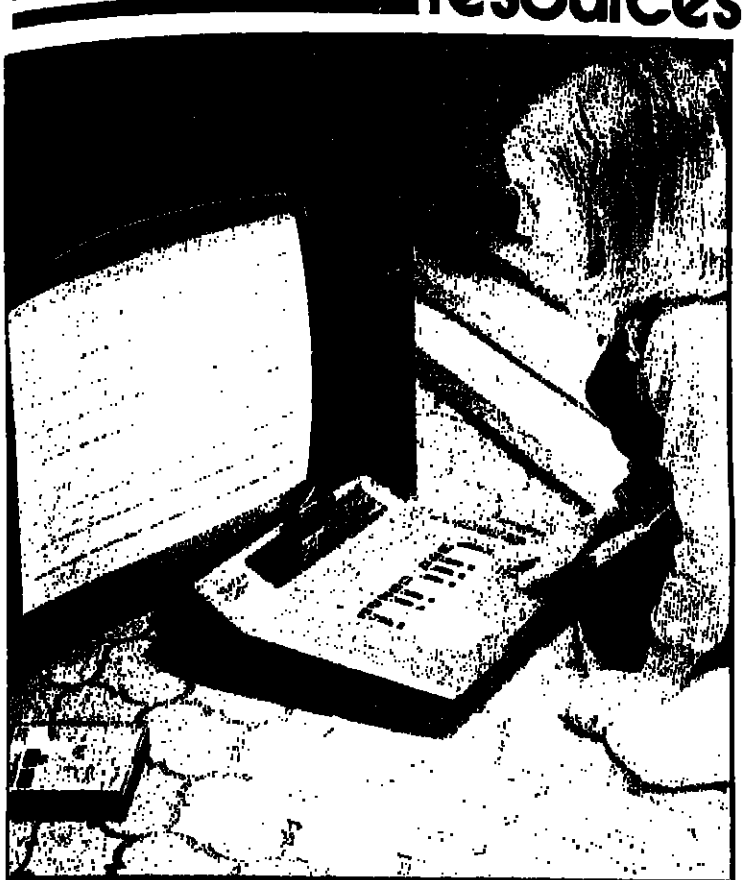
Advanced chess, or composing and recording music with four-part harmonies (the 400 incorporates four separate sound synthesising circuits), are well within its capabilities, while the Video Enact cartridge enables the user to create intricate designs on the television screen in 128 hues (16 colours with eight intensities each), and then watch the computer elaborate them infinitely.

The computer can also play interesting games with designs drawn directly onto the screen with a light-pen (£45). The constantly growing catalogue of ready-to-use software, with cartridge prices ranging from about £9 to £30, and the wide range of accessories or "peripherals" to increase its power and flexibility, make the 400 (and its more powerful, £455 brother, the 800), seem to justify its billing as a "family" computer.

Similar claims can be made for the new VIC-20. Computer which has made a great impact in the few months it has been on sale. A similar range of entertaining and instructional programmes are available, and again, there is a distinct emphasis on "self-improvement", with adult education being perhaps more strongly represented than pre-school.

These systems, and other personal computers such as the Acorn Atom and the forthcoming BBC home

● Left: one of the more expensive Challenger games from Computer Games and Philips G7000 "programmable" Videopac unit. Page 31 top: the Philips' Musician cartridge and G7000 games and below Rowtron's TV computer system.



continued from previous page

computer, really are programmable. A quick glance at the small-ads pages of one of the many home computer magazines will reveal a booming cottage industry in custom-made computer programmes for the ZX81, Atari 400/800, VIC-20, and so on.

One of the main aims of buying such a machine, however, is to learn about computing. They all use the beginners' programming language BASIC, they all offer instructional programs, and it should not be long before the owner is designing his or her own games. One of the latest crazes, particularly popular with younger programmers, is to devise solutions to the Rubik's Cube problem, complete with 3-D colour graphics.

It seems likely, the spread of home computers renders the games-only machine redundant (regarded as an inevitability by some manufacturers, with 1985 the expected date) at least one highly specialised branch of the industry will probably survive - the chess computer. Two companies - Computer Games Limited (which distributes the Fidelity range) and Vulcan Electronics - have a strong hold on the market at the moment.

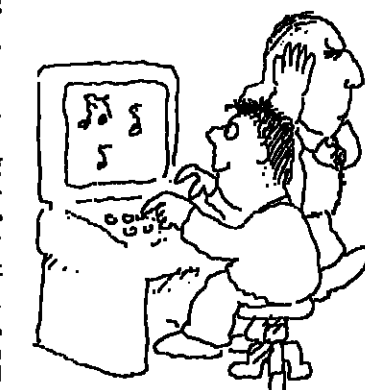
The essence of all electronic chess games, from the £35 Executive Chess handheld calculator from Vulcan to Computer Games' £300 voice-synthesising chess computer, is the ability to play the computer at several different levels of difficulty, and to be instructed by the machine.

Some of the most popular models such as Vulcan's £80 Chess Partner 2000, incorporate a board with real pieces, and an LCD display of the computer's next move.

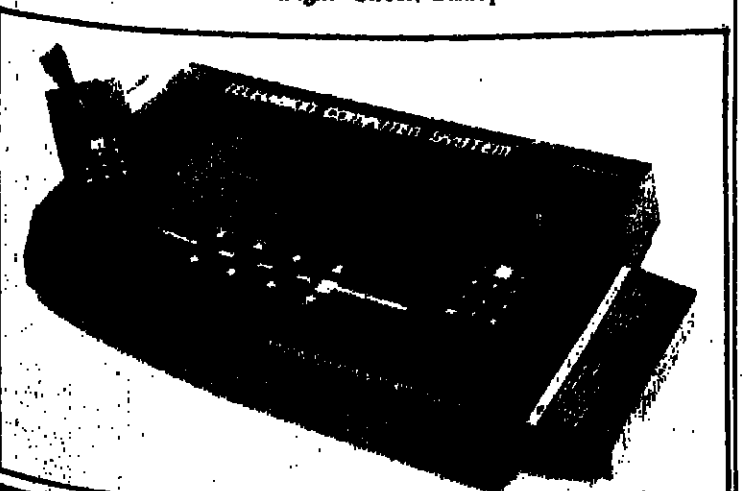
Adam Imports, the company which handles Grandstand Games in the UK, is about to introduce a range of advanced chess games made by Novag. The fact that the most expensive of these - the Handroid (about £1,500) - incorporates a robot arm to effect the computer's moves, and a range of programmed "emotions" culminating in a temper tantrum if the machine loses - might

confirm the suspicion that chess fantasies are a race apart.

Meanwhile, Space Invaders and its surrogates will continue to be played in earnest, and not just by children. Both Atari and Philips run owners' clubs which organize world championships; at the time of writing, the Space Invaders record stood at 400,000 points in an unbroken 17-hour run - a feat which only those without "hands-on" experience can fail to gasp at.



Addresses
Adam Imports (Grandstand, Novag), Unit 2A, Ripon Road Industrial Estate, Harrogate, N. Yorks
ACE Ltd (Mattel Intellivision), 3 Fulton Road, Wembley, Middx
Commodore Business Machines Ltd, 818 Leigh Road, Slough, Berks
Computer Games Ltd, 214/220 Maybank Road, South Woodford, London E18
Haninex (Intertex), Haninex House, Dorcan, Swindon SN3 5HW
Philips Video Ltd, City House, 420-430 London Road, Croydon
Rowtron, Thorp Arch Trading Estate, Wetherby, Yorks LS23 7BJ
Ingersoll (Atari), 202 New North Road, London N1
Volumace Ltd, Church Street, Baldock, Herts
Vulcan Electronics Ltd, 45 South Street, Bishop's Stortford, Herts



Guerilla warfare

Basil Browne on 'Theatre Box'

CHILDREN'S TELEVISION
Theatre Box
Monday, 4.15 pm
Thames for the ITV network

Theatre Box is a superb idea; television plays for children which are written and performed within theatrical conventions, with quality scripts and actors, cheap sets and minimal technical high jinx. Most of the productions work very well indeed, despite or maybe even because of budget restrictions, which only goes to show that money isn't everything.

The series got off to a flying start with *Marmalade Atkins in Space*, the story of a punkish child who is so disagreeable that her parents eagerly agree to have her sent into orbit to be bored into good behaviour. The rule falls because Marmalade sticks firmly to her principals and comes back as bad as before. Her parents and the nuns who teach her are relieved by this because they have missed the guerilla warfare.

Last week's *School for Clowns* was also excellent, though it seemed rather too long for its television context. Some Theatre Box plays run for an hour and some for 30 minutes, and it might have been better to do only part of *School for Clowns* for transmission.

Nevertheless it worked very well, its image-games and its anarchy still fresh. The clowns are learning their tricks from an irascible teacher whom they outwit, a theme dear to the hearts of many viewers.

On December 24 Theatre Box is offering a traditional, colourful, Dickens-at-Christmas play called

You Must Believe All This. It has been adapted from "Holiday Romance", a story about four children who are sent to bed for speaking frankly to grown-ups. They pass the time writing stories in which the grown-ups are taught a lesson, another perennially attractive idea.

Each story is acted out with great ingenuity. Robin's pirate story, in which he and his shipmates take the vessel of the sadistic, maths-teaching Captain Sneed, is a terrific yarn full of bathos and desperate puns. Sneed's ship is manned by galley slaves chanting their tables as they row, and Sneed is without mercy. As in all good fairy-stories he gets his just reward.

Cornered, Sneed gasps "Help me or they'll cut me to fractions!" "Do you ask for quarter?" demands Captain Robin. "Gimme three-eighths", bargains Sneed, but even when he has conceded defeat the dastard won't stop teaching maths, so he comes to a sticky end. *You Must Believe All This* achieves the impossible feat of avoiding sentiment. The ghastly, sub-*Oliver* songs are its only major flaw.

Theatre Box is a brilliant innovation. If it did nothing more than show that quality is available on a budget, that good television can be made of theatrical convention, that children's programmes can have high standards, it would have achieved a great deal.

It seems a most uncreative mistake, however, to suggest to schools that they might like to buy the scripts (at an unsubsidized £1.95 a copy) and do the plays themselves, presumably producing the best copy-cat versions they can.

Moseyin' around

by Victoria Neumark

FILM
Backyard Alternative Energy
25 mins colour, sound, USA.
Educational Media International, 5 Boileau Road, London W5. Hire, or buy for £265.

Unconventional sources of energy may be unfamiliar to UK schoolchildren. When one considers that in the last five years the Department of Energy has spent £17 million on researching all alternative forms of energy and £665 million on nuclear research, it is clear that the energy problem is receiving one-sided attention. Less so in the USA, whence *Backyard Alternative Energy* originates.

Unfortunately, this film may not be the best introduction to the subject. The down-home folk style of the narrative is rather off-putting, particularly in the parking injection, not to forget the "picking power" of the accompanying country and western guitarists. Nor are the protagonists in this States-wide odyssey in

search of home-grown power very prepossessing. The producer's own children bounce around, speaking apparently with mouths full of chewing gum.

However, the subject's intrinsic interest is not wholly lost. In a necessarily scanty way, we are shown glimpses of water power, wind power, solar power, not as wild ideas but as the genuine means for heating someone's bath water or for growing geraniums. The film is not a bad introduction to some basic principles of physical chemistry: generating power from compost under polythene, from methane extracted from animal waste.

Though it appears eccentric, the inclusion of older forms of power - steam, horse and human force on a pedal-wheel - is rather a useful reminder of the continuing ways in which people have harnessed energy. Conservationists might not like the inclusion of wood-burning as a power source. The brief explanation of glass walls to trap sunlight and earth walls to insulate heat is also sound.

Spineless creatures and others

by John A. Barker

This is the Beginning. Part 1, The Invertebrates, 13 minutes. Part 2, The Vertebrates, 11 minutes. Both films 16mm colour, with sound. Produced by the National Film Board of Canada.

These films provide an introduction to the animal kingdom. The *Invertebrates* starts with blue-green algae as a possible ancestral form and then surveys the major groups, first: Protozoists, Sponges and Coelenterates. Next, worms are considered, but there is no suggestion that this term covers many very different forms. Molluscs, Arthropods and finally Echinoderms are shown. The photographs are very attractive - the emergence of an adult dragonfly is particu-

larly good - and the overall visual impact is high.

The commentary contains a number of half truths - *Euglena* captures prey; *Hydra* reproduces simply (only) by budding. In the section on insects a main sequence shows a water mite, which is not an insect, but an arachnid.

In Part 2, the film has fewer basic groups to cover, so it gives a more coherent picture, the major groups of vertebrates are illustrated in a sequence on evolutionary and potential intermediate forms such as the Gar-pike, Coelacanth and Archaeopteryx are also included. The major features of each class are clearly brought out. Particular attributes of a group, such as the adaptation of the beaks and feet of birds, may then be illustrated in greater detail.

The photography is effective here as in the first part, and again the

Briefings

Radio & TV

Continuing education and general interest

A *Midsummer Night's Dream* (Saturday, 20.00 BBC2)

George Balanchine's ballet version of Shakespeare's play features Mendelssohn's well-known incidental music and stars American ballet dancers, Suzanne Farrell, Edward Villella and Arthur Mitchell.

A *Midsummer Night's Dream* (Sunday, 19.15 BBC2)

Jonathan Miller's production emphasises the emotional development of the characters in Shakespeare's magical play. Helen Mirren (Titania) and Peter McEnery (Oberon) head a distinguished cast.

The Sky at Night (Sunday, 23.50 BBC1)

Was the "Star of Bethlehem" Venus, an exploding star or perhaps a comet? Patrick Moore examines some of the latest scientific evidence.

In Search of Ethelred the Unready (Tuesday, 16.55 BBC2)

Michael Wood sets out to discover if Ethelred really was unready.

A *Question of Equality* (Tuesday, 19.15 BBC2)

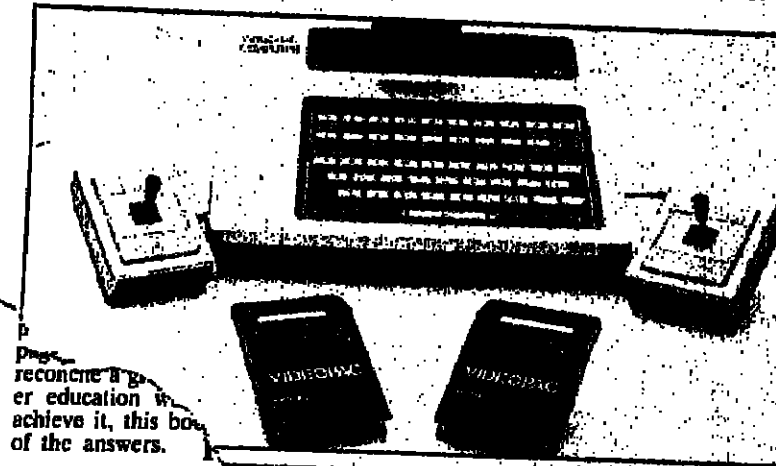
Dale Spender argues that boys get a better deal than girls, especially in Maths and Science. Peter Newsum, Molly Hattersley and Heather Brigstocke discuss.

Vikings! (Wednesday, 16.40 BBC2)

The seventh of ten programmes investigates "An Island called Thule". Magnus Magnusson returns to the land of the sagas to chronicle the creation of a wholly Viking nation.



Ralph Nossack in "You Must Believe All This", a Theatre Box production, which will go on at Christmas Eve. See Basil Browne's review in this page.



Page 30
reconfer a
er education
achieve it, this box
of the answers.



● Left: one of the more expensive Challenger games from Computer Games and Philips G7000 "programmable" Videopac unit. Page 31 top: the Philips' Musician cartridge and G7000 games and below Rowtron's TV computer system.

Continued on next page

SECONDARY MODERN
LANGUAGES

NEWHAM

NEWHAM BOROUGH OF
NEWHAM
ATRA-ORR SCHOOL
Union Lane, London E7 9PR
Head Teacher: Mr. N. H. Jones
Number of places: 150
TEACHER OF FRENCH
Scale 1
Required Easter 1982 or as soon as possible.

Teacher for French throughout the school. G.C.E. and A.C.E. courses are well established. The school is a modern school with a large library. Ability and willingness to teach some German or Spanish introduced as a second foreign language in the third year, would be an advantage.
London Allowance: £750.

Application forms (a.s.a.) please, available from the Director of Education, Education Office, Broadway, Stratford, London E15 4BB. (01-483-13622)

NORTH TYNSIDE

BOROUGH OF NORTH

TYNSIDE

RALPH GARDNER SCHOOL
Alford Road West, North Shields
Head Teacher: Mr. N. H. Jones
Number of places: 150
TEACHER OF FRENCH
Scale 1
Required Easter 1982 or as soon as possible.

Teacher for French throughout the school. G.C.E. and A.C.E. courses are well established. The school is a modern school with a large library. Ability and willingness to teach some German or Spanish introduced as a second foreign language in the third year, would be an advantage.
London Allowance: £750.

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

SURREY

Scale 2 Posts and above

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

HERTFORDSHIRE

Physical Education

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

Herts

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

SOLIHULL

Overseas Appointments

SPAIN
Teacher required, Valencia Province, Spain. Some bilingual. Apply with CV: The Director of Language Centre, Bristol Road, Northampton, NN2 6JG (05307) 460000

CHRISTIAN TEACHERS
Needed for Secondary Schools in Africa and New Guinea. Christian. Apply to: The Director of Language Centre, Bristol Road, Northampton, NN2 6JG (05307) 460000

WARDEN

BROOKLANDS RESIDENTIAL STUDY CENTRE, BROOMFIELD, CHELMSFORD

Applications are invited from qualified teachers, or youth leaders qualified under the terms of the Joint Negotiating Committee Report for full-time youth leaders, for the post of Warden of the Brooklands Residential Study Centre, an early nineteenth century house situated three miles from Chelmsford. Self-contained accommodation for the Warden's family is provided within the house.

The Centre, which accommodates up to 45 students, provides weekly (5 day) and weekend courses in a wide range of topics and activities for young people over 14, youth leaders in training and young people on the Youth Opportunities Programme.

It is also used for day conferences and meetings.

The salary is on Burnham F.E. Principal 1 (from £12,367 - £13,377) less £364 for residential emoluments and also deduction for board residence of wife/husband and children on scale according to age.

Application forms and further details are available from the County Education Officer, Community Education Services, Thrednede House, Market Road, Chelmsford, (telephone Chelmsford 67222 extn 2882). Closing date for applications is Monday, 4 January, 1982.

ESSEX
County Council

Royal County of BERKSHIRE

YOUTH AND COMMUNITY WORKER

£5741 - £7578

Required at The Bulmershe Centre, Woodley, to assist the Senior Youth and Community Worker in the initiation, support, development and promotion of a wide and varied programme of leisure and educational opportunities for the community and in particular for the 14-21 year age range. The person appointed will be expected to deputise for the Senior Worker when necessary, and to recruit, train and support part-time and voluntary workers in this large centre which includes sports facilities and a swimming pool. Applicants must be qualified Youth and Community Workers or Teachers. Comprehensive in-service training and personal supervision.

Further information from John Ashdown, County Youth and Community Officer, tel. Reading 86444 ext 346/40 or Peter Jones, District Youth and Community Officer, tel. Wokingham 786213. Application forms from Director of Education (YCS), Shire Hall, Sharnford Park, Reading, RG2 9XE (see press). Closing date December 24.

Education Department Community Education Branch

Social and Life Skills Tutor/Lecturer

An experienced professional educationist is required to assist with the organization, coordination and development of a programme designed for unemployed 18-19 year olds. Ability and enthusiasm to develop the trainees' self-confidence, communication skills and knowledge and awareness of educational and training opportunities, and ability to lead a team of part-time staff, will be essential prerequisites for this post.

The post will be initially on a fixed-term contract for one year; and the salary will be that of Burnham F.E. Lecturer 1. Salary: £5,024-£8,656 plus £488 London weighting. Starting salary will be determined in accordance with qualifications and experience.

Conditions of Service will be broadly based on those applicable to teachers in Further Education. The post is available immediately.

For further details and an application form, write to the Senior Education Officer, Community Education Branch, Greyfriars House, 384 High Road, London E10 6QE (Telephone enquiries: 01-633 0647). Closing date for receipt of applications: Friday, 8th January, 1982.

Waltham Forest
AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for this post on the basis of their suitability for the post regardless of sex, race and marital status.

EUROPE

TEACH IN EXCHANGE IN EUROPE

British teachers of Modern Languages currently employed in this country are invited to apply for a post in one of the following countries: Austria, Belgium, France, Italy, Spain, or Switzerland. The exchange year 1982/83. Appointments are for one year, and may or may not include a small number of exchange appointments are also available in Denmark.

Please write for further details to: Teacher Exchange, European Educational Exchanges, 100, Victoria Road, London W14 9JG (01-485 460000)

MINISTRY OF DEFENCE Service Children's Education Authority

Primary Headship in Brunei

For April 1982

1. Applications are invited from appropriately experienced teachers for the following post which is to be filled for the Summer Term 1982:

Headteacher

Seria Primary School (Group 2)

Seria Primary School currently has 72 pupils and 4 members of staff. The school is organised into vertically grouped classes; age ranges vary with the particular spread of children at any one time. The successful candidate must have a current driving licence.

2. SALARY is in accordance with the appropriate Burnham scale. In addition the London area allowance of £789 per annum is payable. FOREIGN SERVICE ALLOWANCE, a tax free allowance is payable. SUPERANNUATION normal rights are safeguarded. ACCOMMODATION is provided rent free or an allowance towards the rent is payable. DURATION OF ENGAGEMENT initially for a period of two years.

3. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools overseas after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

4. An application form and further details about the school may be obtained from:

Ministry of Defence,
CM(S)4L
Room 343, Lecon House
Theobalds Road, London
WC1X 8RY

or if preferred by telephone
on 01-430 6604.

5. The closing date for completed application forms is 8 January 1982.



International School

MARSA EL BREGA LIBYA

The School, operated by the National Oil Company of Libya, opened in 1965. It is well equipped and housed in a modern air-conditioned building and is now being re-organised to provide education based on the British system, for expatriate employees' children aged 4-13. The pupil intake is international but the majority of the children are British. Numbers, initially about 50, will rise to approximately 100.

The following staff are URGENTLY required for JANUARY 1982 or as soon as possible thereafter.

HEADMASTER

The successful applicant will be closely involved in the re-organisation of the school, and the provision of educational materials, and will be responsible for establishing a sound educational programme to enable children to transfer to the appropriate level of school when they return to their home countries. CANDIDATES may be married with children, and should have 10 years teaching experience, including some years as a primary school head, and previous overseas experience. SALARY and allowances are generous and will be in the region of £18,000 after tax, on a two year contract. Air-conditioned unfurnished accommodation is provided at a fixed charge.

Infant Teachers Junior Teachers

CANDIDATES should have a minimum of 5 years experience at the appropriate level and should preferably have had overseas experience. Teaching couples would be particularly suitable. SALARY and allowances will be in the region of £13,000 after tax, on a two year contract. Free furnished accommodation is provided.

CONDITIONS for all the above posts include: annual return passages, children's educational allowance, resettlement payments, medical cover and other usual company benefits.

Please apply IMMEDIATELY with full curriculum vitae to: Mr. F. J. Smith in London or Mr. N. Livingstone in Edinburgh.

TES46/00/00

Gabbitas-Thring

Broughton House, 67 & 8 Sackville Street, Piccadilly, London W1N 2BR. Telephone: 01-734 0161 (1st line) 26 3211

SCOTCH COLLEGE MELBOURNE, AUSTRALIA

PRINCIPAL

Applications are invited for the position of Principal of Scotch College, Melbourne, Australia. The school for boys was established in 1851, and since then has had only seven Headmasters. Although it is connected with the Presbyterian Church of Victoria it is attended by boys of many denominations from Year 1 to Year 12 level. It is one of the Associated Public Schools of Victoria.

The school has an outstanding educational record and is situated in spacious surroundings on a riverside location in one of Melbourne's most attractive inner-suburban residential municipalities. Present enrolments number: Junior School 450, Senior 1300 boys, including 200 boarders. There is a full-time academic staff of 124 men and women. In addition, there are 94 on the non-academic staff in administrative, secretarial, maintenance, grounds and boarding house duties.

Applicants must have academic qualities and experience appropriate to this senior academic position.

The successful applicant will be responsible to the School Council, and will be required to take up duties in January 1983 or as soon thereafter as convenient.

An attractive modern family residence in the school grounds is provided. Salary and allowances (which are reviewed annually) are related to senior academic salaries within Australia.

Further details of the school, and other conditions of appointment, are available on application to The Chairman, Scotch College Council, G.P.O. Box 8002V, Melbourne, 3001, Victoria.

Applications close March 31, 1982.

Educational Posts Overseas

IRAQ

Director of Studies,
British Council Centre for
English Studies, Baghdad.
Reference: 81 D 50

The Job: Responsibility for day to day co-ordination and operation of the Direct Teaching of English Operation, including supervision of EMG, ESG Teaching staff and language testing.

Qualifications: Candidates, preferably in the age range 28-40 should be graduates with an MA in Applied Linguistics; or postgraduate diploma in TEFL. Experience of teacher-training, materials design and production and minimum of one year's overseas contact experience required.

Salary: £8863-£10877 pa.

Benefits: Overseas allowance; free furnished accommodation; luggage and outfit allowances; medical scheme, 2-year contract.
Starting date: 1 January 1982.

PARAGUAY

Director of the Cultural Institute
Asociacion Cultural
Paraguay Britanico.
Reference: 81 D 49

The Job: Control of examinations; curriculum and teaching methods; choice of textbook and equipment; appointment and dismissal of staff; representation on governing bodies combined with twenty hours teaching duties per week.

Qualifications: Up-to-date experience in latest methods of teaching English as a Foreign Language and some experience of administration and financial control in a language teaching institute. Overseas experience in a similar institute is desirable.

Salary: £800 per month, net.

Benefits: Return fares; 20 kilos excess air baggage; negotiable contract for 2 years.

Date of Appointment: January 1982.

Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application forms to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1V 2AA.

OVERSEAS

Continued

SPAIN
Teachers for Spain
Spanish Language school requires teachers to begin work 11th January 1982 until 15th June 1982. Only those qualified in the academic year 1981/82. A small number of exchange appointments are also available in Denmark.

TEACHING ENGLISH ABROAD
The British Council has urgent vacancies for teachers in Spain, Portugal, Greece, Italy, and elsewhere. Applications with cv, and recent photo to: British Council, 65 Davies Street, London W1V 2AA.

T.E.F.L. DENMARK

3 qualified and experienced E.F.L. teachers required beginning of January by the Danish Ministry of Education. Applicants should have a minimum of 3 years' experience in teaching English as a second language. Salary: 460000

GREECE
LANGUAGE SCHOOL
To begin January 1982. Also experienced EFL teachers, knowledge of mathematics and experience in the use of a computer. Salary: 460000

GREECE

TASIS HELLENIC SCHOOL
25, Kifissia, Athens
Required from January 1982 teachers of 'O' and 'A' level mathematics, chemistry and biology with a minimum of 3 years' experience. Salary: 460000

SWITZERLAND
EFL INSTRUCTOR
Required to teach adult students English in the area of Clinical Psychology. Salary: 460000

GREECE

DEERE COLLEGE
A division of THE AMERICAN COLLEGE OF GREECE is accepting applications for qualified instructors in the area of Clinical Psychology. Salary: 460000

SWITZERLAND
EFL INSTRUCTOR
Required to teach adult students English in the area of Clinical Psychology. Salary: 460000

SAUDI ARABIA - JEDDAH HEADTEACHER: PRIMARY SCHOOL

THE POST: WES has been asked to recruit a Headteacher for a 100 pupil primary school for British expatriate children between the ages 5 - 11 years. This new school is located on the company site 15 Km outside Jeddah. The appointment is immediate as the Headteacher is expected on site in early January 1982. Only candidates available for London interview from 14th to 23rd December will be considered.

Full details are available by telephone from Mrs Morris and Miss Thubron at WES offices on 01-222 7181 and the application procedure will be explained at this time.

QUALIFICATIONS: Candidates must be professionally qualified primary teachers with at least seven years experience in both the U.K. and overseas; company school's preferred. Experience of headship or deputy headship is essential. Age limit 60. A married teaching team, one Headteacher and one Assistant teacher will also be considered.

SALARY: Headteacher £15,000 approximately including local allowance. Assistant Teacher £13,000 approximately including local allowance.

WES

SWITZERLAND

**Beau Soleil
International Alpine School**
Villars Sur Ollon

Required for January 1982:

Assistant House Master

Applications are invited from resourceful young bachelors who would be required to exercise pastoral authority in a house of 28 boys and supervise a varied programme of outdoor and indoor leisure activities. Applicants should have a good working knowledge of French, be effective disciplinarians and be able to generate enthusiasm for a wide range of athletic and non-athletic activities in boys and girls in the age range 10-14. Traditional team games will form only a small part of the programme. The post will run initially for two years but would, ideally, be extended indefinitely. Beau Soleil is a French Lycee with 170 boys and girls of many nationalities. Salary will be SF21,000 with free board and lodging. Application form please write immediately to S. J. W. McFarlane at the London Office.

TES46/00/00

Gabbitas-Thring

Broughton House, 67 & 8 Sackville Street, Piccadilly, London W1N 2BR. Telephone: 01-734 0161

Brunei Shell Petroleum Company Limited Business Education Council Project



Brunei is a self-governing sultanate facing the South China Sea, on the North-West Coast of Borneo, where Brunei Shell Petroleum Company Limited is engaged in all phases of oil and gas exploration and production.

The training and education of Bruneian staff is a high priority of Brunei Shell and the Brunei Government, who are jointly engaged in the setting up of Business Education Council courses in Brunei. Brunei Shell has undertaken to mount the B.E.C. General programme with the object of successful students attending the B.E.C. National programme at a Government Educational Centre. Brunei Shell are therefore seeking staff having suitable qualifications and experience to resource a series of one year courses.

Successful applicants for these positions will be aged between 28 and 40 and previously have been engaged on the same courses in U.K., having taught some of the following subjects at general level:

- People and Communications.
- Business Calculations
- The World of Work.
- Elements of Data Processing.
- Book-Keeping and Accounts.
- The Use of Office Machines.

Relevant U.K. business experience would be an asset. Employment contracts will be for an initial period of two years. Very attractive salaries will be offered and there is currently no income tax in Brunei. Other terms and conditions include rent-free, air-conditioned accommodation, excellent recreational facilities including sailing and golf, annual paid leave passage to U.K., comprehensive free medical facilities, good local educational facilities for children up to 11 years of age and substantial educational assistance for any older children up to 19 years of age left in boarding school in base country, when on an accompanied contract.

Please write or telephone for application form which must be returned by 4 January 1982 to: Mrs. C. Spearman, Shell International Petroleum Company Limited, Recruitment Division, PNE/41, Shell Centre, London SE1 7NA. Telephone 01-934 5338.

PERU
ST. MARGARET'S SCHOOL
Lima
A well known co-educational day school of 800 pupils. Two qualified teachers, male or female, to teach English, literature, General History and advanced Mathematics. Teaching experience three years. Two-year contract. Salary: \$25,000 plus monthly allowance. Free board and lodging. Please write enclosing photograph and copies of references from two people to St. Margaret's School, Apartado 4860, Miraflores, Lima 18, Peru (0527) 460000

UNITED ARAB EMIRATES
INTERNATIONAL SCHOOLS OF EMIRATES
ABU DHABI
A qualified Maths Teacher is required for January 1982. The post is a teaching position but may also involve some administrative duties. Status is available in spouse's position. RECEPTION TEACHER - SHARJAH
Applications are invited for January 1982 for a Reception Class Teacher. The school is multi-racial taking pupils from 4 - 14 years. Candidates must be fully qualified and experienced and be prepared to fly on Government air. Two year contracts. Free air, annual summer leave with fares, no tax. Applications should be submitted immediately with a recent photograph, 3 testimonials and a reference to: The Director of Education, P.O. Box 24, Sharjah, U.A.E. or telephone 01 824 8480 or 8480 ext 2000 (05268)

1982
The 1982 Special Insert List will be available shortly.
For your copy please write to: JOHN LABROOK, Advertisement Manager, The Times Educational Supplement, P.O. Box 7, 200 Gray's Inn Road, London WC1X 9EZ

Administration Local Education Authority

OXFORDSHIRE

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

Administration Local Education Authority

OXFORDSHIRE

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

ADMINISTRATIVE ASSISTANT

Local Education Authority

Assistant Director of Education

Salary £15,897-£16,878 per annum

Inclusive of London Weighting

Brent has one of the largest black ethnic communities in the country. It is anxious that as an authority its policies and services reflect the needs of that community in practice as well as on paper.

The successful applicant will accept responsibility across the whole range of the Education Service including specific responsibility for Youth and Community work and will report to the Director of Education as a second tier officer in the professional team. Applicants must possess a suitable professional qualification, and have had at least 5 years in a senior managerial role.

Brent is fundamentally committed to multi-cultural education and is an equal opportunity employer. Applications are welcome from candidates regardless of marital status, race, nationality, ethnic or national origins or sex and from registered disabled persons.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex, returnable 31st December 1981. Telephone 01-803 0371 (24 hour Answerphone service). Reference number E/2 must be quoted.

London Borough of BRENT

Education Department

Research and Information Officer

PO1(b) £10,011-£11,064 inclusive

Applications are invited from suitably qualified persons to undertake research and development projects covering all aspects of the Department's work.

Working under the direction of the Assistant Education Officer, your responsibilities will include the collection of data, development and presentation of information, updating school population forecasts, undertaking research and policy analysis projects, co-ordination of annual Policy Review exercises, and assisting in the development of data processing in the Department.

The ideal candidate must have a record of substantial achievement in relevant areas together with an understanding of the academic world and the processes of Local Government practice and procedures. The conceptual and professional skills demanded by the job are of an intellectual level equating to degree standard. Please quote Ref: G.4277.

Finance and Purchasing Officer

PO1(a) £9,474-£10,476 incl.

Re-organisation has created this Head of Section post and we are seeking a suitably qualified person to lead the finance and purchasing functions of the Education Department.

You will be responsible to the Assistant Education Officer (Finance and Development) for the development and management of a cost effective purchasing service and for financial management.

Duties will include co-ordinating the preparation of annual Revenue and Capital Estimates and the purchase of furniture, equipment and supplies for educational establishments, work on insurance claims, assisting with management of school allowances and several central funds, together with overall monitoring processes and financial planning.

You should have relevant experience at a senior level, be able to demonstrate broad experience and commercial aptitude and have an appreciation of local government finance.

An appropriate qualification is desirable together with knowledge and/or experience of computerised systems. Please quote Ref: G.4276.

Administrative Assistant

£5,547-£6,009 p.a. inc.

Reorganisation has created this post and we are seeking a person in the Governing Bodies, Administration and Information Sub-Section of Schools Branch.

The successful applicant will be responsible to the Senior Administrative Assistant for the administration of 30 school Governing Bodies.

The duties will include collation of relevant papers including Head Teachers' reports, agendas for meetings, follow up action and maintenance of appropriate records.

The post demands a flexible and resourceful approach in dealing with a considerable volume of work.

The successful applicant will need to have an organised approach to the work, have the necessary enthusiasm to provide efficient support within the Sub-Section and enjoy the challenge and pressures in working to deadlines.

Please quote Ref: G.4275.

Application forms and further details from Controller of Personnel Services, Town Hall, Forest Road, London, E17 4JF (Tel: 01-531 8888 - 24 hour answering service). Closing date 28th December 1981.

AN EQUAL OPPORTUNITY
EMPLOYER
Applicants are considered for this post regardless of sex, race, age, and marital status.

ilea Inner London Education Authority

Staff Inspector for Mathematics

£17,655-£19,143
plus £1,104 London Weighting Allowance

Amended advertisement

Applicants are invited from men and women with appropriate qualifications and experience for the above post. Applicants should have substantial experience of teaching in schools as the successful candidate will lead a large team of inspectors and advisory staff, applicants should desirably have held a senior position involving team management. Experience of inspecting/advising would be an advantage.

Application forms and further details available from the Education Officer (EO/Estab 1B) Room 365, County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope).

Completed application forms to be returned to the above address by 8 January 1982.

TE548/00/00

SCHOOL LIAISON

We are looking for Experienced Teachers in their late 20's or early 30's to liaise between Head Teachers and ourselves, Help the Aged, the leading International charity.

Your role would be to arrange the presentation of information programmes for our Youth Campaign Organisers to follow up at a later date. The programme promotes a social awareness of the needs of the elderly, both at home and overseas, and is followed by an invitation to the children to make a positive contribution to these needs by participating in our specially designed fund-raising events.

The work offers very considerable job satisfaction and calls for an energetic and mature approach. There is a progressive salary plus bonus and car or car allowance.

Please write with full details to Carol Bates, Personnel Department, Help the Aged, 139 Oxford Street, London W1A 0UB.

Closing date for applications 22 December. A full training course begins in January.

Staffordshire County Council

EDUCATION COMMITTEE

Principal Assistant Education Officer

SPECIAL EDUCATION

Salary: PO Spec. 4 (£15,069-£16,221)

A fully qualified and experienced person is sought to be responsible for maintaining and developing Special Education throughout Staffordshire.

Further particulars and application forms, to be returned by 8th January 1982, from Chief Education Officer, (Staffing Non-Teaching), Tipping Street, Stafford, ST16 2DH.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

ADMINISTRATION GENERAL

LONDON

WESTMINSTER PLAY ASSOCIATION

Requires a co-ordinator for the Westminster Play Project. The project is a large-scale play project involving a large number of children and young people. The project is a large-scale play project involving a large number of children and young people. The project is a large-scale play project involving a large number of children and young people.

Salary £2760.

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

TE548/00/00

